SWINTON'S

THIRD READER

IVISON, BLAKEMAN, TAYLOR, & CO.
NEW YORK AND CHICAGO.

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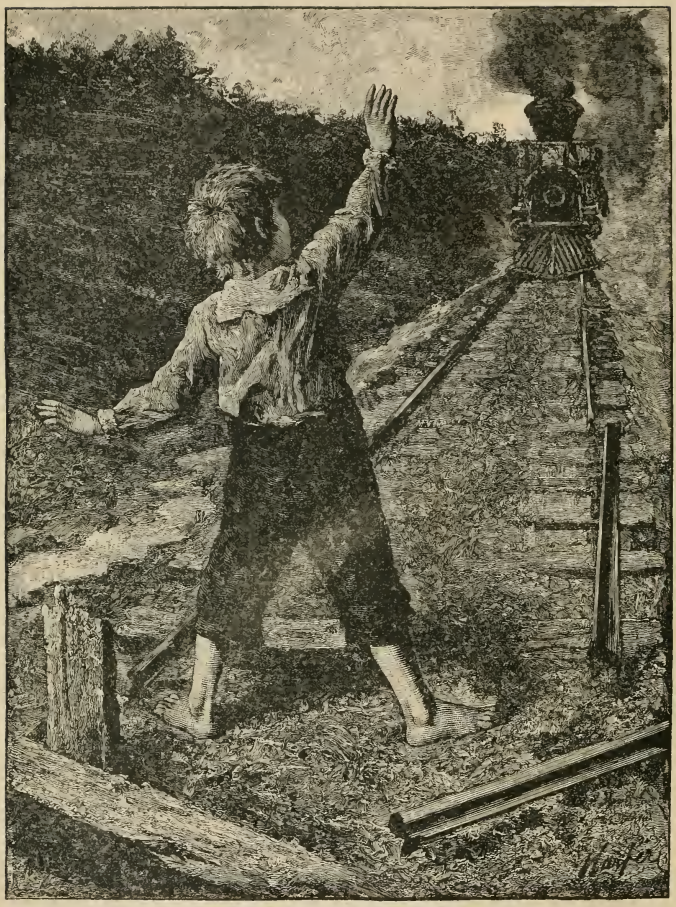

"Andy stood in the middle of the track, and stretched out his little arms as far apart as he could."

("*The Little Hero of the Railroad*," p. 85.)

THE READER THE FOCUS OF LANGUAGE-TRAINING

SWINTON'S

THIRD READER

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IVISON, BLAKEMAN, TAYLOR, AND COMPANY

PUBLISHERS
NEW YORK AND CHICAGO

SWINTON'S READERS.

I. ***Swinton's Primer and First Reader.*** — This book consists of a great variety of carefully graded exercises, developing the proper use of the various *methods* of primary teaching, and presenting abundant work in script for the slate-practice of the youngest pupils. *120 pages.*

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*** *All the above books are handsomely bound in cloth, similar to this book, and in all respects of mechanical execution and illustration are of the highest order of excellence.*

TO SCHOOL OFFICERS.

The attention of School Officers is invited to the following points in this *Third Reader*.

Vocabulary. — The most difficult words occurring in each lesson are arranged in the vocabularies, with syllabication, accents, and diacriticals for oral spelling, either by the alphabetic or the phonic method.

Preparatory Dictation. — As the needed preparation for intelligent reading, the lesson is preceded by a dictation (to be written by the class as the best possible spelling exercise), containing the more difficult words, the meaning of which is illustrated by their use in easy familiar sentences. It would be difficult to exaggerate the utility of this entirely original exercise.

Language Lessons. — Under this head will be found a variety of attractive work suited to the capacity of Third-Reader classes. It comprises exercises in sentence-writing, supplying ellipses, word-analysis, the use of synonyms, etc. (*See these exercises throughout.*)

Composition. — Each piece specially fitted for reproduction in an abstract from memory is followed by a syllabus ("Heads for Composition"), in which, by a series of topics and hints, the young composer is aided in reproducing, in his own language and in orderly sequence, the salient features of the piece he has just read. (*For further explanation of this novel feature, see "Suggestions to Teachers."*)

Matter. — In the selection, adaptation, and composition of the reading-pieces, the most earnest effort has been put forth to furnish sound and sweet mental food. An attempt has been made to introduce into the book a little of what may be called *organism*, by carrying on a certain number of pieces (about one-half) on distinct strains, — a series of lessons on "Home Pets," as the living forms most familiar and interesting to children; a second series, "Bright Examples," to touch and stimulate the affections; and a third series, "About Plants," as a slight glimpse of Nature in one of her most attractive aspects.

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*** The Poems, Lessons XIX. and XXXVII., are taken from "Our Little Ones," by the obliging permission of W. T. Adams, Esq.

SUGGESTIONS TO TEACHERS.

THE language-work in the Third Reader consists of: —

I. **The Vocabularies.** — These may be spelled orally either by the alphabetic or the phonic method; but, whether or not so spelled, the word-list of each lesson should certainly be copied by the class. It is strongly recommended that the words be copied with the diacritical marks, as the necessary training in the ready "reading" of these characters. Silent letters, indicated by *Italic* letters, may be marked by a diagonal line drawn through each from left to right.

II. **Preparatory Dictations.** — These exercises serve (1) as a training in written spelling, capitalizing, and punctuation; (2) as illustrative of the meaning of the more difficult words, whose signification (formal definition not being in place at this stage) is suggested and borne in on the pupil's apprehension by the use of the words in easy, familiar sentences.

It will be noted that the word or words that are in each sentence specially illustrated are printed in Italics: if the teacher in dictating the sentences will lay extra emphasis on these words, and teach the pupils to draw one line (the conventional manuscript sign of printed Italics) under each such word, the aim of the exercise will be the better secured.

If the programme of study does not admit of the Dictation being made a class exercise, pupils should be

required to copy it at their seats; and the sentences, as written on slates or paper, should be read before the reading lesson is taken up.

III. **Language Lessons.** — Under this head the editor has spared no pains to make these exercises *doable* and *useful*. They comprise various models of language work, among which are: —

1. *Sentence-work.* Here the chief object is to familiarize the pupil with the three principal types of the sentence, for which the simple names, *statement* (i.e., declarative sentence), *question* (interrogative sentence), and *exclamation* (exclamative sentence), are used. The nature of these kinds of sentence should be brought out in an oral lesson, and the pupil should be referred to the definition of each (p. xi).

Under this head the teacher will note that the pupil is called on (*a*) to *copy* from the lesson a certain number of statements, questions, or exclamations; (*b*) to *change* questions into statements, statements into questions, etc.; (*c*) to *compose* statements, questions, etc.

2. *Classifying Words*, so far as to be able to identify *name-words* (nouns), *action-words* (verbs), and *quality-words* (adjectives). As training under this head, the pupil is called on (*a*) to select from the piece, and copy, a certain number of name-words, action-words, or quality-words; and (*b*) to supply name-words, action-words, or quality-words so as to complete elliptical sentences.

3. *Changing Word-forms.* This exercise furnishes practice in some of the principal "grammatical forms," — especially in the writing of the plurals of nouns, the past tense

of verbs, and the comparative and superlative degrees of adjectives.[1]

4. *Word-analysis.* This will be found an exceedingly profitable exercise; and it is made quite within the scope of the pupil's capacity from the fact that only *English* derivatives are prescribed for analysis — that is, derivatives formed from *known* English words by the addition of prefixes and suffixes, such as "beggar" from *beg*, "unkind" from *kind*, "happiness" from *happy*, etc. To afford further practice, the word-analysis of the principal English derivatives in this Reader will be found in the appendix; and it is suggested that lessons in copying a certain number of these words, with their analysis and definition, be assigned from time to time.[2]

5. *Synonyms.* The simple method adopted for eliciting from the pupil verbal equivalents is to give a word synonymous with some word in the piece, and call for that word. Thus (p. 64): "What word means the same as *bouquets?*" The answer will readily be found in the word "nosegays." This exercise should be very much extended by the teacher.

6. *Changing verse into the prose order.* This will be found an exceedingly interesting and valuable exercise, and the teacher should avail herself of every suitable occasion to extend the examples.

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[1] For additional work of this kind, the teacher is referred to Word Exercises No. 3, Grammatical Spelling (in Swinton's MODEL BLANKS, published by Ivison, Blakeman, Taylor, & Co., N.Y.).

[2] See Word Exercises No. 4, Etymological Spelling (in Swinton's MODEL BLANKS), for supplementary practice in a convenient form.

IV. **Heads for Composition.** — The exercises of this type belong to that useful kind of language work known as "abstracts from memory." The teacher's experience will doubtless have taught her that if a piece is simple, and has such unity that the whole forms a story, children remember it surprisingly well; but from the various little difficulties attending "talking with the pencil," they are almost sure, when they come to the task of reproducing what they remember, to introduce the parts of the piece out of their proper order and sequence.

To obviate this difficulty, the "Heads for Composition" are introduced to guide the young composer. From these, minor details and accessories are excluded, and only the larger topics are presented. Each of the set of topics beginning with the Roman numeral is to form a *paragraph*, of which the hint in capitals is the main subject, and the phrases that follow are its expansion.

Large liberty should be allowed in the use of words to express the remembered thoughts; strict guard, however, being had as to propriety of expression.

The *mechanism* of the little compositions should be carefully attended to, — spelling, capitalizing, quotation-marks, and punctuation (at least to the extent of the terminal marks), as well as the neatness of the whole work. Particular heed should be given to the paragraphing, and pupils should be taught from the beginning to make the proper indentation to mark each paragraph.

If the teacher will faithfully carry out the work indicated under Language Lessons and Composition, she will be richly rewarded in the mental growth of those committed to her care.

DEFINITIONS.

[FOR REFERENCE.]

1. A **sentence** is a group of words used to express a thought.

Every sentence should begin with a capital letter.

2. A **statement** is a sentence that tells, or states, something.

3. A **question** is a sentence used in asking something.

4. An **exclamation** is a sentence that expresses sudden feeling.

5. A **name-word** is the name of a person, a place, or a thing.

6. A name-word may name one thing, or more than one. The **singular** form of a name-word is when the word names one thing. The **plural** form is when it names more than one.

7. A **quality-word** is a word that expresses the kind or quality of an object.

8. An **action-word** is a word that expresses action.

ARTICULATION.

Perfect enunciation in the young being rare, it behooves the teacher to correct all defects by frequent drill on the elementary sounds. Following the Table of Phonic Markings will be found drill matter on the vowel-sounds (equivalents and substitutes), and a carefully arranged presentation of the consonant sounds in their relations as aspirates and sub-vocals.

PHONIC MARKINGS.

I.—Vowel Markings.

Sounds of	*breve.* ◡	*macron.* ¯	*circumflex.* ∧	*dots.* ¨	*dot.* ˙	*wave.* ~
a	băg	plāy	hâir	fär, fa̤ll	ȧsk, wha̤t	
e	bĕg	mē, the̱y	thêre	˙		hẽr
i	bĭg	kīte		machïne		dĩrt
o	bŏg	ōld	fôr	do̤	dȯne, wo̤lf	
u	bŭg	ūse	cûrl	rṳde	pṳsh	
y	hў̆mn	mȳ				
oo	fo͝ot	scho͝ol				

II.—Equivalent Vowel Markings.

e̱, ā	pre̱y, prā̱y	ē, ī,	pĕrt, dīrt
y̆, ĭ	hy̆mn, hĭm	a̤, ŏ	wha̤t, hŏt
ȳ, ī	mȳ, mīne	ȯ, ŭ	nȯne, nŭn
ṳ, o̤, o͝o	pṳll, wo̤lf, wo͝ol	ô, a̤	fôr, fa̤ll
u̱, o̱, o͞o	tru̱e, to̱, to͞o	ï, ē	pïque, pēak
â, ê	âir, hêir		

III.—Consonant Markings.

ç and çh	çellar, maçhine	like s and sh
ҽ and ҽh	ҽurl, sҽhool	" k
ġ	ġem	" j
ḡ	ḡet	hard
s̱	has̱	like z
x̱	ex̱act	" gz
n̲	thin̲k	" ng
t̲h	t̲here	flat

(¸) under c is the cedilla; (⊥) under s and x is the suspended bar.

THE VOWEL SOUNDS.

Regular Sounds.	*Equivalents and Substitutes.*
făt, hăt	plaid.
fāte, hāte	fail, gauge, day, break, fete, veil, they.
câre, pâre	pair, pear, there, their, prayer.
ärm, färm	aunt, guard, heart.
ȧsk, tȧsk	
ạll, bạll	pause, straw, fork, broad, thought, awe.
whạt, wạs	not, hough, knowledge.
ĕnd, bĕnd	bury, guess, friend, any, said, says, head.
ēve, mē	eat, thief, seize, police, key, sweet, people.
êre, thêre	their, pair, pare, pear, prayer.
fẹte, ẹh	fate, fail, gauge, day, veil, they, break.
hĕr, wĕre	learn, bird, myrrh.
fĭn, tĭn	hymn, been, build, sieve, busy, women.
īce, nīce	fly, die, dye, guide, buy, eye, aisle, choir.
polīce, valīse	eat, eve, thief, seize, sweet, people, key.
bĭrd, gĭrl	her, learn, myrrh.
ŏdd, nŏt	what, hough, knowledge.
ōld, sō	sew, sow, toe, boat, door, soul, beau.
ȯne, nȯne	fun, touch, does, flood.
dọ, tọ	shoe, too, two, true, bruise, rude, soup.
wọlf, wọman	would, pull, wool.
fôrk, hôrse	thought, pause, all, straw, broad, awe.
wo͝ol, bo͝ok	pull, wolf, would.
to͞o, mo͞on	to, two, shoe, true, rude, bruise, soup.
fŭn, gŭn	one, touch, does, flood.
ūse, tūbe	due, new, view, beauty, yew, ewe, you.
bûrn, cûrl	word, scourge.
rụde, rụle	to, too, two, shoe, soup, true, bruise.
pụt, pụll	wolf, would, wool.
hў̆mn, mў̆th	him, build, sieve, busy, women, been.
flȳ, mȳ	die, dye, nice, aisle, guide, buy, choir, eye.
oil, boil	boy, toy, joy.
our, flour	owl, now.

CONSONANT COGNATES.

ASPIRATES.	SUB-VOCALS.	ASPIRATES.	SUB-VOCALS.
Lip	*Lip.*	*Tongue and Teeth.*	*Tongue and Teeth.*
p ad	b ad	th ank	th an
p eg	b eg	th in	th ine
p ig	b ig	th igh	th y
	Lip.	*Tongue and Palate.*	*Tongue and Palate.*
	m ay	s eal	z eal
	m e	s ink	z inc
	m y	s ounds	z ounds
Glottis.			*Tongue and Palate.*
h at			l ay
h id			l ie
h im			l ow
Glottis and Lip.	*Lip.*		*Tongue and Palate.*
wh en	w en		n ay
wh ich	w itch		n ew
wh ine	w ine		n o
Lip and Teeth.	*Lip and Teeth.*	*Tongue and Palate.*	*Tongue and Palate.*
f ail	v eil	k eg	g et
f ault	v ault	k id	g ig
f ine	v ine	k ey	g eese
Tongue and Palate.	*Tongue and Palate.*	*Tongue and Palate.*	*Tongue and Palate.*
t en	d en	ch est	j est
t in	d in	ch oke	j oke
t ug	d ug	ch unk	j unk
Tongue and Palate.	*Tongue and Palate.*		*Tongue and Palate.*
wish er	viz ier		ri ng
ush er	az ure		si ng
rash er	glaz ier		spri ng
	Tongue and Palate.	*Tongue and Palate.*	
	r at	y e	
	r im	y ear	
	r ug	y east	

PUNCTUATION.

The **period** (.) is placed at the end of a statement or a command.

The period is also used to mark an abbreviation.

The **interrogation point** (?) is used at the end of a question.

The **exclamation point** (!) is used at the end of an exclamation.

It is also used after various single words denoting strong or sudden feeling, as, *Alas! Hurrah!*

The **comma** (,), **semicolon** (;), and **colon** (:), are used to separate the parts of a sentence.

The **dash** (—) is used to mark a sudden break or turn in the thought expressed by a sentence.

The **apostrophe** (') is used to show that a letter or letters have been omitted; as, *I'm* for *I am*, *can't* for *can not*.

The apostrophe is also used to denote ownership (possessive case); as, "a *girl's* hood, a *boy's* slate."

The **quotation marks** (" ") are used to enclose words which are supposed to be spoken; as, "*Mary loves the lamb*," *said the teacher*.

The **hyphen** (-) is used between the parts of a compound word; as, *school-house:* or at the end of a line when a part of a word is carried over to the next line.

Parentheses ( ) are used to enclose a word or sentence used by way of explanation.

THIRD READER.

LESSON I.

Home Pets.

THE BIRD THAT TALKS.—Part I.

drōll	ôr′phanṣ	re-pēat′ed
chärġe	bŏr′rōwed	e-noŭgh′ (e-nŭf′)
dĭs′tançe	sĕn′ten-çeṣ	eom-păn′ion
mĭs′chief	whêr-ĕv′er	quĕs′tionṣ

PREPARATORY DICTATION.

1. The monkey is a queer, *droll* little animal, full of funny pranks and *mischief*. — 2. The children had lost their parents, so Aunt Sarah took the little *orphans* into her care and *charge*. — 3. Word by word the class *repeated* what the teacher read. — 4. What mark is put at the end of *sentences* that ask *questions?*

1. Of all home pets, the parrot is the most pleasing to us — is most like a companion. Can

you guess the reason? I am sure you will all be able to think why this bird is such a favorite.

2. The parrot is almost the only animal that can be taught to speak as we speak — to say little sentences, and to answer questions. She quickly learns any word or little speech that is often repeated in her hearing.

3. So, you see, "pretty Poll" does not learn out of books: she learns by word of mouth.

4. Did you ever hear of the parrot that played mother to a family of young sparrows? I will tell you about her.

5. This bird was so tame that her master used to let her leave her cage, and walk and climb and fly about wherever she pleased.

6. One day Poll found a nest of young sparrows in a hedge. What do you think she did then? You will laugh when I tell you.

7. She drove away the old sparrows from their home, and took charge of the young ones herself. You see, Poll had no family of her own; so she borrowed one.

8. Back to her cage she would not go, but stayed patiently at the nest night and day, feeding the little orphans, and watching over them.

9. Poll gave the young sparrows a mother's

care. When the little birds were old enough to leave the nest, but not yet bold enough to fly, the whole five of them would often perch on their parrot-mother's back and head — four on her back and the smallest one on her head.

10. Then Poll would walk gravely up and down the lawn, and sometimes even fly a short distance, with her strange family. It was a very droll sight, and I think the sparrows thought it was great fun to ride up and down on Mother Poll's back.

11. Parrots are sly birds, and they have a very great love of fun. They seem to enjoy mischief quite as much as monkeys do. And, indeed, the talking, climbing parrot and the chattering,

climbing monkey are the only two animals that seem to know what a joke is.

LANGUAGE LESSON.

Copy a question[1] in paragraph 1.

Copy the first statement[2] in paragraph 11. Change it into a question, thus:

Are parrots sly birds, and have they a very great love of fun?

Change the first statement in paragraph 9 into a question.

HEADS FOR COMPOSITION.

I.[3] THE PARROT-MOTHER: parrot no family of her own — nest of young sparrows.

II. WHAT POLL DID: the old sparrows — the young ones — no going back to cage — feeding — watching — like a mother.

III. (*See picture.*) DROLL SCENE: young sparrows — what Poll would do.

---

[1] TEACHER. — See Suggestions. [2] See Suggestions.

[3] The heads under each group numbered with the Roman numerals are to be written as paragraphs of the little composition. The phrases in CAPITAL LETTERS are the main heads, and those in the smaller letters the details, of each paragraph.

LESSON II.

Home Pets.

THE BIRD THAT TALKS.—Part II.

pū′pil	bo͝ok′–eāse	lăn̲′guaġ-eṣ
hănd′y	speech′eṣ	shĭp′*w*rĕcked (-rekt)
nō′tion	Spăn′ish	erăck′erṣ
īsl′and	En̲′glish (ĭng′-)	eôugh (kawf)
ho͝ok′ed	ŭn-der-stănd′	whĭs′tle (hwīs′sl)

PREPARATORY DICTATION.

1. I had only a faint idea, a little *notion*, of what Baby's little sayings and *speeches* meant. — 2. We speak the *English* language, and Spaniards speak the *Spanish* language: there are many different *languages*. — 3. I know what you mean — I *understand* what you say.

1. I have a gray parrot that is a very bright pupil. She can whistle and talk, laugh and cry, cough and sneeze. She can mew like a kitten, and bark like a dog. She loves to swinġ in her ring in the cage, and she can climb as well as any cat you ever saw.

2. Poll uses her great hooked beak to help her when she climbs, and very strong her beak must

be. If I vex her I must take care not to let her bite me with it.

3. My parrot is very fond of sugar and crackers and nuts, especially of walnuts. You should see how nicely she can clean out all the sweet meat from the shell, keeping hold of her perch with one of her handy claws, while she works away at her food with the other and with her hard, sharp bill.

4. Sometimes we dress Poll up, for fun, in a doll's hat and cloak. It is very droll to see her join in the sport, and strut up and down the floor like a proud lady. Indeed, she has at last begun to think that the hat and cloak are her own.

5. The other day she found Miss Doll on the sofa, all nicely dressed; and what do you think she did? She dragged the poor thing down, untied the cloak-strings with her beak, pulled off the cloak, and hid it behind the book-case. What a funny bird!

6. A parrot's voice is not sweet. All the words are in one tone: there are no "ups and downs" in her voice. So, when any one speaks or reads words all in one tone of voice, as if he did not know their meaning, we say that he talks or reads "like a parrot."

7. Of course Polly does not understand the true meaning of words as we do, — how could she? But it is very likely that in many cases this knowing bird has some little notion of what her speeches mean.

8. I once heard of a parrot that had been taught to speak in two languages, Spanish and English. If her master spoke to her in English, she would always answer in English; and if he spoke to her in Spanish, she would be sure to answer in Spanish. She knew a little Spanish

song too, but would never sing it unless asked in Spanish words to do so.

9. So, you see, this parrot knew something about two languages, and never mixed them in her talk. Is not that a great deal for a bird to know?

10. I think a parrot is a very cheerful pet. It surely is better to hear a parrot's voice than not to hear any voice at all. Think of Robinson Crusoe! You know he did not hear a man's voice for many long years, on the island where he was shipwrecked.

11. No wonder he taught his parrot to say, "Robin Crusoe, Robin Crusoe! *Poor* Robin Crusoe!"

HEADS FOR COMPOSITION.

I. MY GRAY PARROT: clever scholar — six things she can do — two animals she can imitate — two things she loves to do.

II. WHAT SHE LIKES: how nicely she cleans out a walnut.

III. HOW WE DRESS HER UP: struts — proud lady — thinks her own.

IV. HER NAUGHTY TRICK ON MISS DOLL.

LESSON III.

Suppose.

plĕa$\underline{s}$′ant-er ẽar′nest

I.

Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose are red?
And wouldn't it be pleasanter
To treat it as a joke;
And say you're glad 'twas Dolly's
And not *your* head that broke?

II.

Suppose your task, my little man,
Is very hard to get:
Will it make it any easier
For you to sit and fret?
And wouldn't it be wiser
Than waiting like a dunce,
To go to work in earnest,
And learn the thing at once?

Let the girls copy the first verse, and the boys the second.

LESSON IV.

How Two Men spoke the Same Words.

blīthe	*wh*ōl'ly	drạwl'ing	lēaned
yọuths	whĕth'er	de-s̱īred'	b*ea*ū'ti-fụl
wē*a*'ry	pûr'pl*e*	j*o*ûr'n*ey*	de-lī*gh*t'fụl
wē*a*'ried	de-pĕnds̱'	ăn'*sw*ered	ĭn'ter-ĕst-ed

PREPARATORY DICTATION.

1. Let us walk no farther; you are tired, and I am very *weary.* — 2. We have traveled far — the *journey* was a long one. — 3. Hear the birds sing! How joyful and *blithe* they are! What *delightful* music! — 4. What do you wish, sir? I *desire* to see your father. — 5. I could hear you read Robinson Crusoe all day, I am so *interested* in the story.

---

1. Once on a time two young men went forth to visit a fair land far away.

2. One of these youths loved all that is beautiful in field and forest, sky and stream. Every day he learned something that interested and charmed him.

3. The other gave little heed to what he saw. *He* went to the far-off land only to pass the time away.

4. When these two young men came home

from their journey, all their friends desired to know what they had seen.

5. First they went to see Ronald, the youth who gave little heed to things. "Come, Ronald," said his friends, "tell us what you saw in the far-off land."

6. "O, I can't say I saw much," answered Ronald, as he leaned back in his chair, looking weary and bored. Then in a drawling tone he said, "I saw green trees — blue skies — hills — plains — streams — birds — and flowers."

7. "What a dull, dull time you must have had! I am glad I was not with you," said one of his friends. And, indeed, every one in the room felt the same way, for his words fell cold on their ears. They brought to mind no bright pictures or joyful thoughts.

8. Just then Ernest, the youth who loved all that is beautiful, came into the room. "Come, Ernest," said his friends, "tell us what *you* saw in the far-off land."

9. "Indeed I will," answered Ernest, with blithe voice and beaming eyes. "I saw a great deal. I saw green trees! blue skies! hills! plains! streams! birds! and flowers!"

10. Ernest spoke the words as though the very things were before his eyes. They brought up bright pictures and joyful thoughts; and it seemed to his friends that they could see the rippling streams and purple hills, and hear the wild notes of forest birds.

11. "What a delightful time you must have had!" cried all his friends. "We wish we had been with you."

12. Scholars, is there not something for us to learn from this story? Yes, I think there is a great deal to learn.

13. The very same words may mean little or may mean much; and whether they mean much or little depends wholly on the way you read them.

14. Did not Ronald and Ernest speak the very same words? They did. But as Ronald spoke them they chilled and wearied, while as Ernest spoke them they warmed and pleased those who heard them.

15. So it will be with your reading. If you take an interest in the piece or the poem, if you study it so as to feel its meaning, and if then you read it so as to make others feel its meaning too, you will read well.

LANGUAGE LESSON.

What word in paragraph 2 means the same as *woods?*

What word in paragraph 4 means the same as *travels?*

What word in paragraph 6 means the same as *replied?*

What word in paragraph 9 means the same as *joyful?* As *sparkling?*

What word in paragraph 13 means the same as *entirely?*

Copy this sentence, putting in quotation marks at the proper places:—

Come, Ronald, said his friends, tell us what you saw in the far-off land.

LESSON V.

Walnut-Hunting.

cŏt′tage shoe′less wal′nut

1. Three pretty children in the road
Before the cottage door:
Two pretty children in the yard
Make just two children more.

2. Three in the road, two in the yard;
   And three and two are five:
   We all could be so good and sweet
   If we would only strive.

3. There's Dick, and Rob, and little Nell,
   And Kate and Willie Bunting:
   Was e'er[1] before such a fine crowd seen
   Going a walnut-hunting?

[1] ever.

4. Two dirty children on the fence,
Two sitting on the ground:
A shoeless child playing in the stream—
Let's hope he won't get drowned.

5. Two on the ground, two on the fence;
Two twos and one are five:
Perhaps we all could be like them,
But hard we'd have to strive.

6. It's Dick, and Rob, and little Nell,
And Kate and Willie Bunting:
Did you e'er before see such a crowd
Come home from a walnut-hunting?

LESSON VI.

The First Christmas Tree.

bĕnch	Ċhrĭst′mas	strān′ġer	lŏg′–eăb-in
lād′en	Ġēr′ma-ny	re-tûrned′	dāy′–brēāk
hŭn̲′ġĕr	shĭv′er-ing	fīr′–tree	wāk′ened

PREPARATORY DICTATION.

1. How many pupils sit on the front *bench?*—2. *Germany* is the home of the German people.—3. Pine-trees and *fir-trees* are called evergreens.—4. Santa Claus *returned* last *Christmas.*—5. His sleigh was *laden* down with presents.—6. The half-frozen, *shivering* children were *wakened* by *hunger* before *day-break.*

1. Is this story quite true? I do not know; but it is a pretty story, and it teaches us to be kind to those who are in want.

2. Long ago, in a land beyond the sea—in the land called Germany—lived a poor wood-cutter. His home was a log-cabin near a great forest. Here he lived with his wife and two children, named Henry and May.

3. One Christmas eve the children were sitting with their father and mother before the bright warm fire. They were happy as they

sat and talked; but out of doors the wind blew sharp, and the snow lay deep on the ground.

4. "Do you know, Henry, why we say *Christ*-mas?"

5. "Yes, father: because Christ was born on Christmas day."

6. Just then they heard a little tapping at the window, and a child's voice said, "O, let me in! I have no home, and I am very cold. I shall die of hunger if you do not let me in."

7. The children ran to the door, and opened it, saying, "Come in, poor child!"

8. The little shivering stranger came in. The children warmed his frozen hands and feet. They gave him part of their supper. It was only coarse black bread, but it was all they had. Then they put the tired child in their own warm bed, while they lay down on a bench before the fire.

9. At day-break Henry and May were wakened by the sound of sweet music. Going to the window to see who was making the music, they saw a band of beautiful children dressed in white, with golden harps in their hands.

10. You may guess that they wondered very

much, and thought these children must be angels. But they wondered still more when they saw the little stranger standing before them, dressed in white robes, with a golden crown on his head.

11. "Dear children," he said, "I came to your door, and told you I had no home, and was cold and hungry. You took me in. You gave me food. You put me in your own bed. Now I have returned to thank and bless you for the love you showed me."

12. A fir-tree grew near the house. It is said that he broke off a twig, and planted it in the ground, saying, "This twig shall grow into a tree, and every year at this time it shall be laden with good things for all children who have loving hearts like you."

13. When the next merry Christmas comes, will you not think of this story of the first Christmas tree?

HEADS FOR COMPOSITION.

I. PERSONS AND SCENE OF THE STORY: woodcutter and wife — names of children — where they lived.

II. CHRISTMAS EVE: indoors and out of doors — fireside picture.

III. Coming of the little stranger: tapping — saying — children's invitation.

IV. How he was welcomed: supper — bed.

V. What wakened Henry and May: music — child-band — little stranger.

VI. What the little stranger said: had no home — took me in — come back to bless.

VII. First Christmas tree.

LESSON VII.

The Swing.

ōak	lēaf'y	down'wards
ō'er (ō'ver)	sĕt'tle	plĕas'ant-ly
bou*gh*	ŭp'wards	bĭl'lōw-y

1. Merrily goes the swing
   Under the old oak-tree:
   Now we go up, and now we go down;
   Happy as birds are we.

2. Pleasantly comes the breeze,
   Fanning my cheek and brow:
   Pleasantly breaks the light
   Down through the leafy bough.

3. Just like a bird on the wing,
Just like a cloud in the sky,
Upwards I mount, and downwards I sink,
Backwards and forwards I fly.

4. Now for a good toss up,
Next time I'll touch the tree:
O, it's as good as a sail
Over the billowy sea.

5. Now let me settle down,
Like the sea when storms are o'er,
Lower and lower yet,
Till at last I touch the shore.

LANGUAGE LESSON.

Arrange the words of the first verse as you would speak them if *you* were making the statements (*prose order*[1]), — thus: "The swing goes merrily under the old oak-tree. Now we go up, and now we go down. We are as happy as birds."

Change in the same way the words of the second verse.

What word rhymes with *brow?* With *sky?* With *tree?* With *o'er?*

[1] TEACHER. — See Suggestions.

LESSON VIII.

Bright Examples.

DANIEL WEBSTER'S FIRST CASE.

wȯn	la̱w̱	a-gree′	Dăn′iel (-yel)
plē*a*	la̱w′yer	pa̱used	E-zē′ki-el
eru̱′el	hăb′it	ēase	erē*a*t′ūre
ē*o*urt	mēr′cy	nāt′ūre	wo͝o͝d′chu̇̆ck

PREPARATORY DICTATION.

1. "Next!" said the teacher, and Jane *paused.* — 2. The *lawyer* made a speech in the *court.* — 3. He *won* the *case* by his *plea.* — 4. A *cruel* man shows no *mercy* to dumb *creatures.* He has such a *habit* of treating them ill that it is his *nature* to do so. — 5. *Daniel* thought one thing, *Ezekiel* thought another — they could not *agree.*

1. You have all heard the name of Daniel Webster, the greatest lawyer that ever lived in our country. Some day you may read his speeches; and then you will learn how well he could speak before a judge when a man was tried for his life, or when any other great case was in court.

2. I am going to tell you about Webster's first

case. It was his very first, for Daniel was at this time only ten years old.

3. Webster's father was a poor farmer; and besides Daniel he had an older son, Ezekiel. Both boys used to help in the farm work.

4. One day Ezekiel set a trap to catch a woodchuck which had for a long time been stealing his breakfasts from the garden of the Websters. At last the woodchuck was caught.

5. "Now," cried Ezekiel, "we'll kill the thief. You've done harm enough to die, Mr. Woodchuck; and die you shall!"

6. Daniel, who had a kind heart, begged his brother not to kill the poor thing, but to take him into the woods, and let him go. Ezekiel would not do this; and so, as they could not agree, the two lads went to their father, and asked him what should be done.

7. "Well," said old Mr. Webster, "here is the prisoner: let us try him for his life. You, Ezekiel, shall be lawyer against him; and you, Daniel, shall be lawyer for him. You may both speak. I will be the judge."

8. Ezekiel began. He spoke about the harm the woodchuck had done in the garden. He told how much time and trouble it took to catch

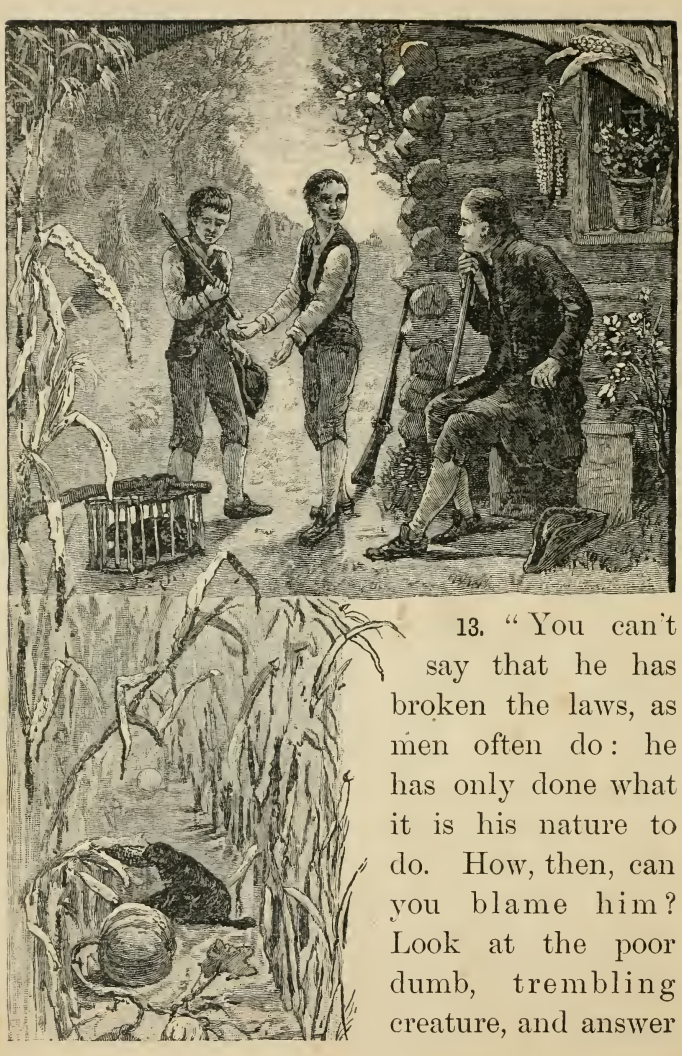
him. He asked if the prisoner would not surely take to his bad habit again if they should let him go. And he ended with these words: "The prisoner must die; and, to pay for the harm he has done, let us sell his skin!"

9. Ezekiel spoke well, and old Mr. Webster seemed to think he was right. However, he turned to his younger son, and said, "I'll hear now what *you* have to say, Daniel."

10. Daniel was very much afraid that his brother had won the case. But, seeing the poor woodchuck trembling in his prison, the boy's breast swelled with pity. Looking the judge full in the face with his deep black eyes, Daniel began: —

11. "Ezekiel has spoken well, but he forgets some things. I say that the woodchuck has a right to life, to food, and to freedom. God made him to live in the bright sunshine, in the free fields and woods.

12. "He is not like the cruel fox, for he kills nothing. He only eats a little of our corn, and I am sure we have plenty. Has he taken any thing but the little food he needed to keep him alive? And is not that food as sweet to him as the food on Mother's table is to us?



13. "You can't say that he has broken the laws, as men often do: he has only done what it is his nature to do. How, then, can you blame him? Look at the poor dumb, trembling creature, and answer

me this: How dare you take away that life which you can never give back again?"

14. Daniel paused. There were tears in his father's eyes, — tears that rolled down his sunburnt cheeks. The plea for mercy had touched the old man's heart; and, forgetting that he was the "judge," he started up, and cried in a loud voice, "Zeke, Zeke, *you let that woodchuck go!*"

15. Boys and girls, if you are ever tempted to tease or hurt a poor dumb creature, remember Daniel Webster's first case. Think of his words of mercy, and "let the woodchuck go."

HEADS FOR COMPOSITION.

I. Subject of the story: the woodchuck — what it had been doing — how caught.

II. Disagreement of the boys: what Ezekiel proposed — what Daniel proposed — the father's decision.

III. Ezekiel's speech: complaints against prisoner — must die.

IV. Daniel's speech: the woodchuck's rights — the little harm he did — Daniel's question.

V. Effect on the father: plea for mercy — forgets the "judge" — cries out.

VI. Lesson from the story.

LESSON IX.

Two Little Deeds of Kindness.

shēaf	eŭs'tom	con-tāined'
shēaves	bär'gain	fâst'ened
pēaçe	Lon'don	thôught'fụl
en-joy'	sĕv'er-al	plĕas'ure

PREPARATORY DICTATION.

1. Stalks of grain *fastened* together in a bundle are called a *sheaf.* — 2. I have books, pencils, and rubber in my desk, — *several* things. — 3. When the war was ended, *peace* came. — 4. You wish to buy, I wish to sell — let us make a *bargain.* — 5. He used always to sit in the orchard of an afternoon, — it was his *custom.*

I.

1. Some time ago I was traveling in Norway. As I passed the farm-houses I noticed that there was a tall pole fastened on the roof of every barn, and on the pole was tied a little sheaf of wheat. What do you think it was for?

2. For a long while I could not guess, so at last I asked the reason. A lady told me that the sheaves were put up at Christmas time each year, so that the birds might have a merry

Christmas. "Each year," said she, "the old sheaf is taken down, and a fresh one put up."

3. What a pretty custom! And how kind and thoughtful! For in that country the winter is very long, and the snow lies on the ground for eight or nine months: so the poor little birds have hard work to pick up food. But by this kind act the birds, too, have a little brightness at Christmas. They have a Christmas tree all to themselves.

4. What a pleasure it must be to the boys and girls to make ready this feast for their little feathered friends!

II.

5. There was once an English sailor who had been taken prisoner when the French and the English were at war. For several years he was shut up in a French prison; but at last peace came, and he was set free.

6. One day, as he was walking in one of the streets of London, he met a man carrying a large cage, in which were many birds that he had for sale.

7. "How much do you want for these birds, cage and all?" he asked.

8. "Five pounds," replied the bird seller.

9. "Well, it's a bargain!" said Jack. So he bought the cage, with all the birds it contained.

10. The bird seller wondered what he could want with so many birds; and he wondered still more when he saw the sailor open the cage, and let them all fly away one by one.

11. "Dear me, sir! What makes you do such a foolish thing as that?" asked the bird seller.

12. "Let me tell you," said Jack, "that, if you had been shut up in a prison as long as I have, you would enjoy seeing these birds set free as much as I do."

LANGUAGE LESSON.

Copy three exclamations[1] in the first story.

Change these statements so that they may speak of more than one (*plural*[2]): thus, —

The *sheaves were* put up at Christmas time.

The sheaf was put up at Christmas time.

The little bird has a Christmas tree all to itself.

The old sheaf is taken down.

[1] See Suggestions. [2] See Suggestions.

LESSON X.

One Trick that was worth a Hundred.

blȧst	hôrn	eleĕv′er	săck′fụl
păck	rēach	yĕlp′ing	nŏn′sense

PREPARATORY DICTATION.

1. How many *yelping* dogs are in the *pack?* Nine, in the picture. — 2. Words of no sense are *nonsense.* — 3. The pig is stupid, but the parrot is *clever* and smart. — 4. Blow the trumpet loud, sound a *blast* upon the *horn!*

1. Mr. Fox one day met his friend the Cat, and said to her, "You think that you can do a great deal, but you are not so sly as I am. I have ten times ten tricks in a sack: so you may be sure that, when the hounds come, they will not be clever enough to catch me."

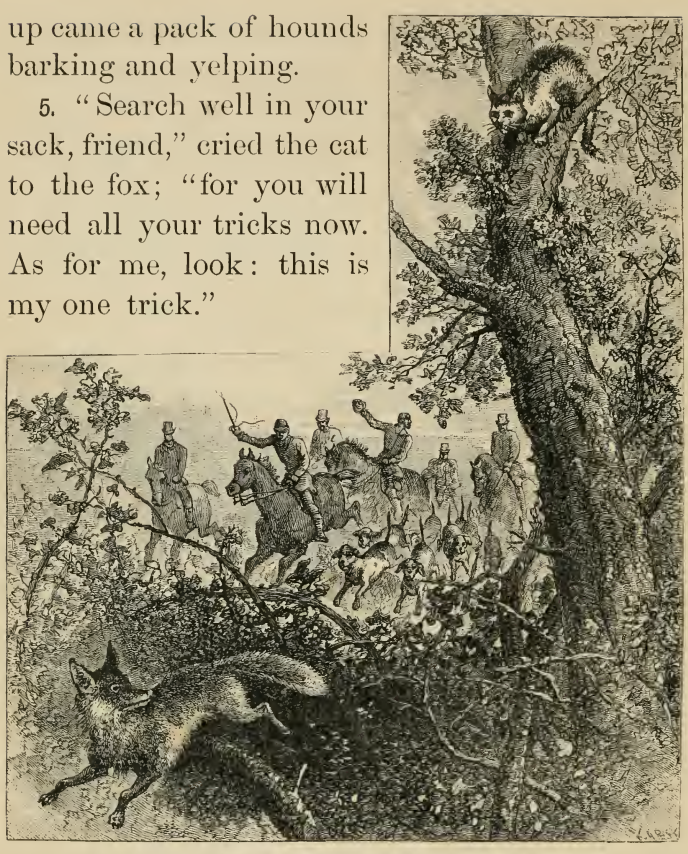
2. "As for poor me," said the cat, "I have but one trick. Still, do you know, I rather think that, when the time comes to try it, my one trick will be as good as your sackful."

3. "Nonsense, nonsense!" cried the fox. "Well, we'll see," said the cat.

4. Just then they heard the blast of a horn, and

up came a pack of hounds barking and yelping.

5. "Search well in your sack, friend," cried the cat to the fox; "for you will need all your tricks now. As for me, look: this is my one trick."



6. As she said these words she ran up a high tree, quite out of reach of the hounds.

7. From the top of the tree she saw the sly fox run, first this way, and then that way, till he had tried all his tricks.

8. But it was of no use: wherever he went the hounds went too, and at last they caught him.

9. "Ah!" said the cat, "I see that one good trick is worth more than ten times ten poor ones."

LESSON XI.

Home Pets.

THE LITTLE NUT-EATER.—Part I.

brĭsk	sŭlk′y	dāin′tieṣ	*g*nąw
rŏmp	seŭr′ry	kẽrn′el	shō*u*l′derṣ

PREPARATORY DICTATION.

1. See the kittens frisk and leap and *romp!*—2. Now they hurry, now they *scurry.*—3. How *brisk* and lively and gay!—4. But Tabby will not play—she is *sulky.*—5. Crack the nut-shell, strip off the corn-husk! See the sweet *kernel!*

1. Is there any boy who would not like to own a pet squirrel? What a pretty creature he is, with his brisk, lively movements, his full, bright eyes, and his soft, bushy tail!

2. Yes, a tame squirrel is a very pretty little playmate. If very tame, he will romp with his

young master, jump on his shoulders, perch on his head, and poke his little nose into his pocket in search of dainties.

3. But if ever you own a pet squirrel, and you want him to be happy and playful, you must give him all the freedom you can. A large cage with a wheel to scurry about in is a good home for him; and if you can keep the cage in an empty room, or in the garret, where your pet can leap about and play freely, that is the best place for him.

4. If you have ever had such a charming playfellow, you know how fast he can scamper round in the wheel. The little fellow works pretty hard at it, and the whirling wheel seems to join in the sport.

5. Sometimes two or three squirrels are kept in one very large cage with two wheels, one on each side of the house they live in. It is pleasant to feed them when they are tame enough to

take food from the hand. Crackers, sugar, and all kinds of nuts, are the things they like best.

6. It is a pretty sight to see a squirrel sit up like a poodle, curl his beautiful feathery tail over his back, and gnaw his way through the hard shell of a nut, to get the sweet kernel.

7. How saucy he looks! What hard, sharp teeth he must have, and what patience too! But, patient as he is, he is sadly vexed if he drops the nut out of his reach, or if he is teased or ill-treated. Then he chatters angrily, and hides himself, and for a while is very sulky.

LESSON XII.

Home Pets.

THE LITTLE NUT-EATER. — Part II.

stōres̤	bus̤h′el	*g*nạwed
we̲*igh*s̤	erĕv′iç-es̤	hōme′sick
nō͞oks	sĕn′si-ble	ĭll′–tĕm-pered

PREPARATORY DICTATION.

1. The magpie hides things away in holes and *crevices, nooks* and corners. — 2. She lays them by, she

stores them away. — 3. Is a cross person good-natured, or *ill-tempered?* — 4. Is a foolish person silly, or *sensible?*

1. I once had a tame squirrel. He was a great favorite. Everybody liked and petted him, and that spoiled him.

2. He was always in some mischief or other. Although I gave him the daintiest food every day, he used to gnaw holes in our bags of flour and meal whenever he could find a chance. You would have laughed to see him scampering about, white as snow with the flour he had wasted!

3. One October my brother and I gathered a good many nuts. We had at least half a bushel of them nailed up in a box, and stored away in the garret to dry.

4. When the time came for eating them, we opened the box. Not a single nut was in it! The rogue of a squirrel had gnawed a hole in the side of the box, and carried them off, every one.

5. What do you think he had done with them? I will tell you. He had gnawed a hole in the floor large enough to let himself in, and had hidden away all the nuts for himself in

nooks and corners, where we could not get at them.

6. The wild squirrel lays by nuts for the winter in all sorts of holes and crevices. Often he stores them away in the hollow tree, where he has his cozy home in the cold weather.

7. The wise little fellow never keeps a bad nut. He weighs each nut in his paw; and, if it seems too light to be good, he throws it away.

8. Squirrels are sometimes caught in traps; but very young ones, when a nest of them can be found, make the best pets. These little ones have never scampered and played about in the trees as the trapped ones have, and so are never

homesick and ill-tempered, thinking about the freedom of the woods.

9. A gay house with a shining wheel, and plenty to eat, are worth having; and all sensible pet squirrels must think so.

LANGUAGE LESSON.

Copy the name of a month in paragraph 3.

Copy two action-words[1] in paragraph 1.

Copy six name-words[2] in paragraph 2.

Rule paper like the model, and write the name-words so that they shall mean more than one: —

ONE.	MORE THAN ONE.
squirrel	squirrels
brother	
wheel	
nook	
hole	
dainty	

[1] TEACHER. — See Suggestions.

[2] See Suggestions.

LESSON XIII.

Guess.

rĭd′dle lĭn̲′ger bēam

1. I see two lilies, white as snow,
That mother loves and kisses so;
Dearer they are than gold or lands:
Guess me the lilies:
Baby's hands!

2. I know a rose bud fairer far
Than any buds of summer are;
Sweeter than sweet winds of the south:
Guess me the rose bud:
Baby's mouth!

3. I've found a place where shines the sun:
Yes, long, long after day is done;
O, how it loves to linger there!
Guess me the sunshine:
Baby's hair!

4. There are two windows where I see
My own glad face peep out at me;
These windows beam like June's own skies:
Guess me the riddle:
Baby's eyes!

LANGUAGE LESSON.

Copy these questions, and write the answers: —

Question. — What are the lilies?

Answer. — The lilies are Baby's hands.

Question. — What is the rose bud?

Question. — What is the sunshine?

Question. — What are the windows?

LESSON XIV.

Cracking Nuts.

rŭd′dy	sē′ri-*oŭs*	Rĕv-o-lū′tion
prăt′t*le*	fōur′seōre	sōl′dier (-jer)
fôrt′ūne	hĭck′o-ry	de-lĭ′cioŭs (-lish′us)

PREPARATORY DICTATION.

1. Frank told a funny story. Robert laughed, but thoughtful Thomas looked very *serious.* — 2. The *ruddy* strawberry is a *delicious* fruit. — 3. The children are talking softly, — let us listen to their *prattle.*

1. Isn't it fun, boys, to sit by the fire, on a winter night, and crack hickory-nuts?

2. Perhaps you have a garretful of them, gathered last October. So now, when the snow

is drifting deep and the wind is whistling loud, you sit around the great open fire-place, and crack the sweet, delicious nuts.

3. Eat all you can; eat on, eat on, for Kate or Fanny will fill up your plate whenever it is empty:

While the hammer goes whack, whack, whack!
At a rattling pace,
On the flat-iron's face,
The hickory-nuts to crack.

4. Isn't it fun, girls, to sit in the ruddy light of the bright fire, and try to read your fortune in the flame?

While the hammer goes whack, whack, whack!
At a rattling pace,
On the flat-iron's face,
The hickory-nuts to crack.

5. In his arm-chair sits dear old grandpa, telling stories of the time when he was a young soldier bold, in the old days of the Revolution. How well he tells his stories, and how we all laugh when he cracks a good joke!

6. And how dear old grandma, as she sits knitting in *her* arm-chair, tries to look serious!

But she can't; for, although she has heard the joke fourscore times and more, it is so good that she must laugh too:

While the hammer goes whack, whack, whack!
At a rattling pace,
On the flat-iron's face,
The hickory-nuts to crack.

7. Yes, boys and girls, there is no better fun than to gather around the fire on a long winter evening, and sing, and laugh, and prattle with those we love,

While the hammer goes whack, whack, whack!
At a rattling pace,
On the flat-iron's face,
The hickory-nuts to crack.

LANGUAGE LESSON.

Copy, and fill in quality-words[1]: thus,—

The nuts are sweet and delicious.

The nuts are ..... (Paragraph 2.)
The light is ..... and the fire is ..... (Paragraph 4.)
Grandpa was a ....., ... soldier. (Paragraph 5.)
Grandma tries to look ..... (Paragraph 6.)

[1] TEACHER. — See Suggestions.

LESSON XV.

Bright Examples.

THE DAUGHTER OF THE LIGHT-HOUSE.—Part I.

lī*ght*′ed	īs′lets	e-rĕct′ed
tow′er	eăp′tains	māin′–lănd
dū′ty	a-mūse′	da*ugh*′ter
trŭst′y	fāith′fụl	England (ĭng′gland)

PREPARATORY DICTATION.

1. Robert sailed from the little isle to the shore. It was two miles from the *islet* to the *main-land.*—2. When the factory was building, a great chimney was *erected* at one corner.—3. Be faithful and *trusty,*—do your whole *duty!*

1. What is a light-house? It is a building in the shape of a great round chimney or tower. Inside, stairs lead up to the top, which is a kind of glass room, or great lantern. In this a very bright light is kept burning all night.

2. Light-houses are erected on the sea-shore, or on rocky islets near it. Their use is to warn captains of vessels that they must not sail too near, lest their ships should be dashed in pieces on the rocks or driven on the sands.

3. And who keeps the light burning? The light-house keeper.

4. A light-house keeper must be a faithful, trusty man. He must be sure that the lamp is lighted every night,— that every night it throws its warning far out over the dark sea. He must not fail in this duty. For, if he *should* fail!

5. Robert Manning was the keeper of a light-house on a small island near the rock bound coast of New England. The island was two miles from the shore. Here he lived with no companion but his little daughter Ida, eight years old.

6. You may think that this was a very lonely home for the little lass. And so it was. She had no friends to play with except a kitten and a dog. Still, Ida was happy; for her father loved her dearly, and she had become used to living in the light-house.

7. One morning Mr. Manning had to go ashore in his boat to get food and oil. He did not like to leave his daughter by herself; but the sea was calm, and he was sure that he would soon be back.

8. Besides, Ida said she would not be afraid to stay alone till afternoon. "O, no! not at all

afraid: I will climb about the rocks, and watch the clouds, and amuse myself till you come back, father."

9. And so her father, kissing little Ida, stepped into his boat, and sailed away to the main-land.

LESSON XVI.

Bright Examples.

THE DAUGHTER OF THE LIGHT-HOUSE.—Part II.

drĕad'fụl fēar'fụl făn'çy ẹlăsped (klăspt)
rĕad'y rāyṣ wạrn'ing ăn̲x'ioŭs (an̲k'shus)

PREPARATORY DICTATION.

1. Jane was drowning, but she *clasped* Bose round the neck.—2. The snow fell deep that night, and father did not come home. Think how *anxious* mother was! *Fancy* her feelings!—3. It was a *dreadful* storm, a *fearful* gale.—4. A person quick, and willing to act, has a *ready* hand.

1. Soon after the light-house keeper landed the weather changed. The sky grew dark, the wind began to blow a gale, and the waves came up over the islet, dashing high against the light-

house. It was one of the dreadful storms of the New England coast.

2. Now fancy the feelings of father and child! Ida thinks of the poor sailors. Then she thinks of her father, and hopes he will not try to come back in such a storm.

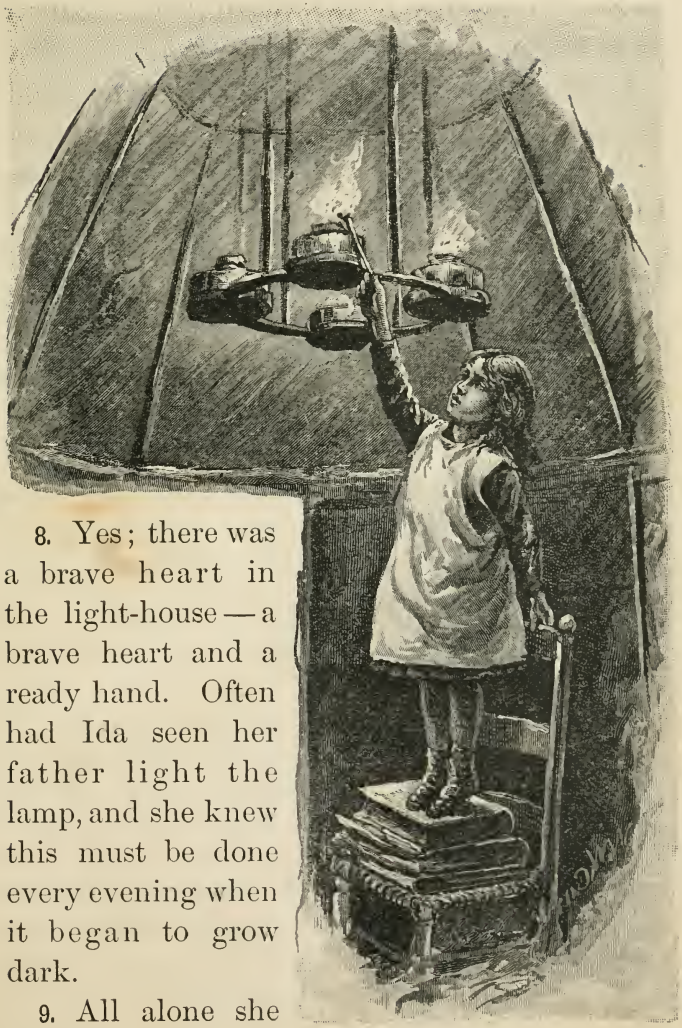
3. And the keeper? He, too, thinks of the poor sailors, and he thinks of his little daughter all alone in the fearful storm.

4. He wishes at once to put out for the light-house; but his friends will not let him do so: they tell him over and over again, that it would be madness to try to reach the island in such a storm.

5. Hours passed by. It began to grow dark. It would soon be time to light the lamp.

6. O, how anxious was Robert Manning now! What if a ship should be dashed in pieces on the rocks because there was no warning light! What if lives should be lost because he was not at his post!

7. At last the keeper could bear it no longer. He rushed down to his boat, and was just about to push off for the island, when, behold! the light flamed out from the great lantern. The lamp was lit!



8. Yes; there was a brave heart in the light-house — a brave heart and a ready hand. Often had Ida seen her father light the lamp, and she knew this must be done every evening when it began to grow dark.

9. All alone she

climbed the stairs in the tower. She heard the wind blowing, and the waves dashing against the light-house, and the storm birds screaming outside.

10. Yet she was not afraid. She stood up on a chair, but found she could not reach the lamp. She piled books on the chair till she *could* reach it. Then she struck a match, and lighted the wick.

11. In a moment the light shed its welcome rays far out into the storm and the darkness. O, how happy was Ida then!

12. But another heart was happier still. You know whose. Can you not think how glad Robert Manning was to know that his daughter was safe? How proud he was that she had known what to do, and had been brave enough to do it!

13. Before daylight the storm was over, and the keeper set sail for the island. With tears of joy and pride Robert Manning clasped Ida in his arms.

14. And well he might be proud and glad; for many a ship was saved from wreck that night, and many a sailor had cause to bless the brave little "daughter of the light-house."

HEADS FOR COMPOSITION.

I. Robert Manning: who he was — where he lived — his little daughter.

II. Mr. Manning's visit to the main-land: the storm — what Ida felt — what the light-house keeper felt, as night came on.

III. (*Picture.*) Ida's brave deed: climbs into the lantern — lights the lamps!

IV. Feelings of the father: joy — pride.

LESSON XVII.

Flowers of the May.

fērnṣ	shăd′ōw	nōṣe′gāyṣ
păn′ṣy	mĕad′ōw	vī′o-lets

1. A caller! Who is it?
To make me a visit,
Here comes little Milly!
How are you to-day?
And, pray, let me ask it,
What *is* in your basket?
Ah! now I can see:
It is flowers of the May!

2. In nosegays you've bound them;
I'll guess where you found them:
These buds on the bough
Of the apple-tree grew;
And under the shadow
Of ferns in the meadow
You gathered these violets,
Tender and blue.

3. Your flower bed, I fancy,
Has given this pansy;
And close by the road
Grew these buttercups wild.
O, flowers of the May, love,
Are sweet in their way, love;
But sweeter by far
Is a good little child.

LANGUAGE LESSON.

Copy a question. Copy an exclamation.

What words mean the same as *May-flowers?*

What word means the same as *bouquets?*

Write the names of all the May-flowers named, in a statement beginning thus: "Milly's nosegay was made up of ....., ..." etc.

LESSON XVIII.

How I turned the Grindstone.

seŭd	prāiṣe	kĕt′tl*e*-fụl	trụ′ant
āe*h*ed (ākt)	re-fūṣe′	grīnd′stōne	flăt′ter-er

PREPARATORY DICTATION.

1. It is very cold. See the boys *scud* home! — 2. The fox wanted to flatter the crow, so he praised her ugly voice: he was a *flatterer*. — 3. When asked to do wrong, say, "No, I will not." *Refuse* to do it.

---

1. One cold winter morning, when I was a little boy, I met on my way to school a smiling man with an ax on his shoulder.

2. "My pretty boy," said he, "has your father a grindstone?"

"Yes, sir," said I.

"You are a fine little fellow," said the man: "will you let me grind my ax on it?"

3. It pleased me very much to be called a fine little fellow; so I said, "O, yes, sir: it is down in the shop."

"And will you, my little man," said he, patting me on the head, "get a little hot water?"

4. Now how could I refuse? He was such a smiling, pleasant man! As fast as I could I ran into the house, and brought him a whole kettleful.

5. "How old are you?" and "What's your name?" he asked. But before I could answer he went on, "You are one of the finest lads I ever saw: will you just turn a few minutes for me?"

6. Tickled with his praise, like a little fool, I went to work. It was a new ax; and I toiled and tugged and turned till I was tired enough to drop.

7. The school bell rang, but I could not get away; it rang again, and there I was still, turning away at the grindstone. My hands were blistered, and my shoulders ached.

8. At last the ax was ground. What a sharp, keen edge it had! I remember how it shone in the winter sun.

9. Then I looked up, expecting thanks. But the man suddenly turned toward me with a frown, and said, "You little rascal, you have played truant! Be off now: scud away to school, or you'll catch it!"

10. It was hard enough to turn a heavy grindstone so long, and on such a cold day; but to be called a "little rascal" for doing it was too much. These harsh words sank deep into my boyish mind, and often have I thought of them since.

11. Boys and girls, whenever you meet a flatterer, beware of him. You may be pretty sure that he has "an ax to grind," and wants you to turn the grindstone.

LESSON XIX.

The Butterfly's Grave.

stạlk ġe-rā′ni-ŭm pēaṣe

1. Poor little butterfly,
Dead on the walk!
Take him up, Rose,
With a violet stalk.

2. Now in a lily leaf
Let him be wound;
His coffin a pease pod
That Johnny has found.

3. In mamma's flower pot
Dig him a grave;
Let the geranium
Over him wave.

4. Rest, little butterfly,
In your nice bed;
A rose at your feet,
And a stone at your head.

LESSON XX.

Can't, Won't, and Try.

seârçe'ly	stū'pid	pâr'ents
stŭb'born	cow'ard	pärt'ner
sŭe-çĕss'	fĭrm	pŭn'ished (-ĭsht)

PREPARATORY DICTATION.

1. A spider tried nine times to reach a bee, but failed: the tenth time it reached it — it succeeded, and this was *success*. — 2. John was a clerk at first, but he is now one of the *firm*. — 3. His name is part of the sign. He is a *partner* in the business. — 4. Co. is short for *Co*mpany.

1. There was once a poor man who had three boys, named Can't, Won't, and Try. They were very different from one another, and you would scarcely have thought that they were brothers.

2. Can't was a very idle boy, and a great coward. He was afraid to jump across a ditch, for fear he should tumble in. He was afraid to climb a tree, for fear he should fall down.

3. When asked to do any thing, Can't was sure to say he could not do it, although perhaps he had never tried. It was just the same at

school or in the playground. If he was asked a question, he would say, "I don't know." If he had to learn a lesson, he would say, "I can't do it."

4. Won't was not idle, and he was not stupid; but he had a bad temper, and was very stubborn. If he had made up his mind not to do a thing, nothing could make him do it.

5. If Won't was cross, his school-mates could not get him to play, no matter how much they begged him. If he wanted to play, he would not learn his lessons, even though he was sure to be punished for not knowing them.

6. He was not good at a game, because he wanted to have his own way in every thing; and he did not succeed in his studies, because he would not do what he was told. In fact, nobody liked him, on account of his bad temper and his willful ways.

7. Try was a very little fellow, and the youngest of the three. But he had a brave heart, even if he *was* little; and he was always ready to do what his parents and teachers told him.

8. If Try was asked whether he could do any very hard thing he would say, "I don't know whether I can do it, but I will try." Sometimes

he would fail, but almost always he was able to do what he tried to do.

9. Once he tried to jump across a brook, but it was so wide that little Try fell into the water. Still, he did not cry. He made up his mind that, when he was a little older, he would make another trial; and before long he could jump over the brook in its widest place.

10. When Try first went to school, his teacher said, "Can you read?" "No, sir," said he, "but I will try to learn." "That is all I ask," said the teacher: "I want boys in my school who will *try* to learn."

11. In a few months Try was at the head of his class, Can't was still at the foot of his, and Won't had gone down to the foot of his. Which do you think was the happiest of the three?

12. All three are grown men now. Can't is servant to a master named Must; Won't is a soldier under Captain Shall; and Try is a partner in the great firm of Success & Co.

LANGUAGE LESSON.

Of what two words is "Can't" a short form? "Won't"? Write both in full.

Write three statements, bringing in quality-words that tell about each of the three boys:—

Can't was ..... [Can't was idle and cowardly.]
Won't was .....
Try was .....

Write a statement telling why Can't was afraid to jump across a ditch or climb a tree.

Write a statement telling why Won't was not good at a game.

Write a statement telling what Try said to his teacher.

LESSON XXI.

Home Pets.

THE LITTLE TIGER.

wāit	Mal-tēse′	săv′age
lâir	de-vours′	at-tăched′
prey	lẽarn′ed	wor′ship (wûr′-)
Ē′gўpt	con-fĕss′	men-ăg′e-rie (-azh′-)

PREPARATORY DICTATION.

1. The owl kills mice, and eats them. They are his *prey*, and he *devours* them. — 2. Tabby hides behind

the bush, and lies in *wait* for the robin. — 3. Let us *confess* it, let us own that it is true. — 4. When the wood-chopper with his ax makes a tree fall he *fells* it. — 5. The fox hides in his den, the tiger in his *lair*. — 6. The lamb is gentle, the tiger is fierce or *savage*. — 7. We *worship* God. The heathen worship idols. — 8. I am fond of my dog, and he is *attached* to me.

---

1. Which is the fiercest of all animals? The lion? The grizzly bear? These are indeed very fierce animals; but do you think they are as savage as the tiger? O, no!

2. This terrible creature springs on the lion, and easily brings him to the ground. He can fell an ox with one blow of his huge paw.

3. In his home in India the tiger is the terror of the natives, who call him "the man-eater." He lies in wait for a passer-by, bounds upon him, strikes or kills him, drags the body to his lair, and there devours it.

4. Now, perhaps you will think it strange, children, when I tell you that most of you have at home an animal which is a kind of tiger. Can you guess what it is? Why, it is the *cat!*

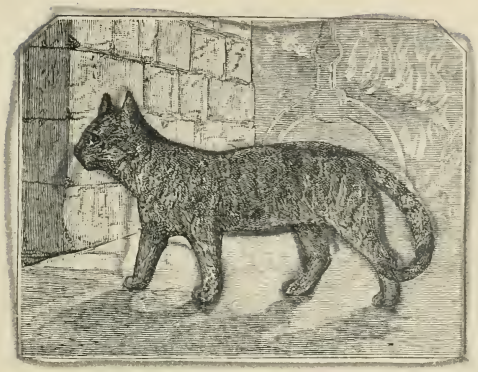
5. The cat is a small tiger; the tiger is a large cat. Learned men put the tiger and the cat in

the same class of animals. Pussy and the man-eater are both cats.

6. It is likely that many of you have seen a tiger in a menagerie. Did you not think that he was really a large kind of cat?

7. Cat and tiger both love living prey. The ox or the man is the food the tiger likes; the mouse or the bird is the food the cat likes. Each is very, very sly; both have the soft step and the hidden claw.

8. Perhaps you may not like to be told that



your cat belongs to the same family as the tiger. Well, though we must confess that he really does, let us be just to the cat by saying that he is the dearest, nicest, best, of all his kind. No, no: we must not think any the worse of the cat because tigers belong to the great cat family.

9. For thousands of years the cat has been a home pet. When Moses was a child, it is very likely that he played with one; for we know that the people of Egypt used to worship the cat.

10. Some people can see nothing good in the cat. They say that puss is a coward and a thief; that he has no heart; that he is attached to places rather than to persons; and that he catches mice for his own sake,—not to please us.

11. Fie upon such people! Why, the pretty stories that might be told about cats and kittens, from the days of Dick Whittington and Puss-in-Boots to the present time, would fill a book as big as a barn!

12. I have a cat whose name is Max. He is a Maltese, — a splendid fellow! as high as Baby Dot. He has been sitting on my shoulder while I have been writing this lesson.

13. When I was putting down about the "little tiger," he was very cross. I could feel him curving his back and lashing his tail, as he looked over my shoulder at the wicked words.

14. Later on, where I wrote, "He is the nicest, best, of all his kind," he began to purr, as much as to say, "That is better; you are really trying to learn. Now go on studying us for one hundred years, and at the end of that time perhaps you will begin to know something about us."

LANGUAGE LESSON.

Add *er* and *est* to each of these quality-words, and write the meaning of each: —

fierce	strange	dear	sly
huge	small	nice	pretty

LESSON XXII.

The Necklace of Truth. — Part I.

Mĕr'lin	păl'açe	dī'a-mond
wĭz'ard	nĕck'laçe	stĕrn'ly

PREPARATORY DICTATION.

1. The *diamond* is the brightest of all stones. — 2. Kings and princes live in *palaces.* — 3. I went to see tricks of magic, and the man did such strange and wonderful things that he must have been a *wizard.*

1. There was once a little girl named Pearl, who had the bad habit of telling lies. For a long time her father and mother did not find this out; but at last they saw that she very often said things that were not true.

2. Now, at this time — for it was long, long ago — there was a wonderful man named Merlin. He could do such strange things, and was so wise, that he was called a wizard.

3. Merlin was one of the greatest friends of truth that ever lived. For this reason children who told lies were often brought to him, that he might cure them of this bad habit.

4. "Let us take our child to the wonderful wizard," said Pearl's father.

And the mother said, "Yes, let us take her to

Merlin. *He* will cure her!"

So Pearl's parents went to the glass palace where Merlin lived.

5. When they reached Merlin's palace, the mother began to tell the wise old man what was

the matter with the child. "I know very well what is the matter with her, my dear madam," said Merlin: "your child is one of the greatest liars in the world."

6. How did he know this? I can not say; but this wizard could tell a liar, even though many miles away.

7. Poor Pearl hid her head with shame and fear. But Merlin said, "Do not be afraid. I am only going to make you a present."

8. Then the wizard opened a drawer, and took from it a lovely necklace with a diamond clasp. This he put on Pearl's neck, and told her parents to go home happy, for the little girl would soon be cured of her bad habit.

9. As they were going away, Merlin looked sternly at Pearl, and said, "In a year from now I shall come for my necklace. Till then you must not take it off,—you must not dare to take it off."

LANGUAGE LESSON.

Copy, and put in the right words:—

..... was a little girl.

..... was a wizard.

LESSON XXIII.

The Necklace of Truth. — Part II.

dĭm	sŏbbed	tăs'selṣ	fa̤lse'hŏŏd
ġĕmṣ	weep'ing	₵rowd'ed	chōked (chōkt)

PREPARATORY DICTATION.

1. Pearls, rubies, and diamonds are *gems.* — 2. The kind gardener was giving flowers to the children, and they all came and *crowded* around him. — 3. When the diamond becomes *dim* does it lose its brightness? — 4. What is farthest from *falsehood?* Truth.

1. Can you guess what the necklace was? It was the wonderful Necklace of Truth.

2. Next day Pearl went to school. When her school-mates saw the beautiful necklace, they crowded around her.

"O, what a lovely necklace! Where did you get it, Pearl?"

3. "My father gave it to me for a Christmas present," said Pearl. (This, you know, was a falsehood.)

"O, look, look!" cried the children. "The diamond has turned dim!"

4. Pearl looked down at her necklace, and saw that the lovely clasp was changed to coarse glass. Then she was very much afraid, and said, "I will tell you the truth: the wizard Merlin gave it to me."

At once the diamond was as bright as before.

5. The girls now began to laugh, because they knew that only children who told falsehoods were sent to Merlin.

6. "You need not laugh," said Pearl. "Merlin sent a lovely coach to bring us. It was drawn by six white horses, and was lined with satin, and had gold tassels; and his palace is all built of gems; and he praised me because I tell the truth." (But these were all fibs, as we know.)

7. She stopped, for the children were laughing all the time she was speaking. Then she looked at her necklace, and — what do you think? — it hung down to the floor! At each lie she had told the necklace had stretched out more and more.

8. "You are stretching the truth!" cried the little girls.

Then Pearl confessed that all she had told them was false; and at once the necklace changed to its right size.

9. "But what did Merlin say when he gave you the necklace?"

"He said it was a present for a *truthful*"—

She could not go on speaking. The necklace became so short that it nearly choked her.

10. "O dear, no!" sobbed Pearl. "He said I was — the greatest — liar — in the world."

The girls did not laugh now. They were sorry for poor Pearl when they saw her weeping.

11. So at last Pearl was cured. She saw how

wrong and how foolish it is to tell falsehoods. "Never more will I tell a lie," said she. And she kept her word.

12. Before the year was ended Merlin came for his necklace. He knew that Pearl did not need it now, and he wanted it for another little girl.

13. Since Merlin died, no one can tell where is the wonderful Necklace of Truth. Would you like to wear it? Are you sure the diamond would always keep bright?

LANGUAGE LESSON.

Rule paper like the model, and write the word-analysis: —

WORD.	ANALYSIS.	MEANING.
crowded	crowd + ed	did crowd
turned		
looked		
changed		
praised		
stopped		
beautiful	beauty + ful	full of beauty
truthful		

LESSON XXIV.

Cold Water.

crўs'tal	thĭrst'y	fount'ain's
môr'tals	blĕss'ed	ĕv-er-mōre'

1. Drip, drip, drip, drip,
From the fountain's iron tip:
Dripping, dropping, never stopping,
Cooling many a thirsty lip,
Drip, drip, drip!

2. Drop, drop, drop, drop,
O the water from the fountain!
Dripping, dropping, never stopping,
On the hill-side, on the mountain,
Drop, drop, drop!

3. Flow, flow, flow, flow,
Crystal water pure as snow,
Flowing lightly, shining brightly,
Blessing mortals as you go,
Flow, flow, flow!

4. Pour, pour, pour, pour,
Blessed water, more and more;
Rain drops, dew drops, not a few drops,
Sparkle bright, for evermore.
Pour, pour, pour!

LESSON XXV.

Bright Examples.

THE LITTLE HERO OF THE RAILROAD.

hē′ro	frĕck′led	rāil′rōad	făsh′ions (-unz)
shăg′gy	a-pärt′	ĕn′ġĭne	pŏl′ished (-isht)
shăn′ty	grāte′fụl	ĕn-ġi-neer′	păs′sen-ġerş

PREPARATORY DICTATION.

1. A *hero* will die for his country. — 2. The man who takes care of an *engine* is an *engineer*. — 3. Bose, our water-dog, has a *shaggy* coat. — 4. I thank you very much, Emma, for helping me. I am *grateful* to you. — 5. When we rub a tin dish till it is bright and shining, we *polish* it.

1. Andy Moore was a short, freckled little country boy, tough as a pine knot. Sometimes he wore a cap, and sometimes he did not: he

thought his shaggy hair was a good enough covering for his head.

2. He did not care at all about his looks; he knew a great deal more about squirrels and birds'-nests than he did about the fashions.

3. Andy's home was a rough shanty on the side of a hill. It was built of mud and logs, with holes for windows.

4. Now perhaps you may wonder how we are going to find a "bright example" in a poor country boy, living in a mud shanty. But wait a little: the diamond is a coarse, dull stone till it is cut and polished; and there was the heart of a true hero under Andy's torn jacket.

5. Near the hut of Andy's father was a railroad track. The boy often watched the black engine as it came puffing by, giving out great clouds of steam and smoke, and screeching through the valleys and under the hills like a mad thing.

6. One day, as Andy was crossing the track, he saw that there was something wrong. He did not know much about railroads, for he was very young. But something was surely wrong with the track; and Andy had heard of cars being thrown off when the rails were out of place.

7. Just then he heard a low, distant noise. The cars were coming! He was only a boy, but perhaps he could stop them in some way. He felt that he must try, for there was nobody else there to do it.

8. Andy never thought that he might get killed; but went and stood right in the middle of the track, just in front of the place I have told you about, and stretched out his little arms as far apart as he could.

9. On, on came the cars, nearer and nearer, and louder and louder. The engineer saw the boy on the track, and whistled for him to get out of the way. Andy did not stir an inch.

10. Again the engine whistled. Andy might have been made of stone, for all the notice he took of it. Then the engineer of course had to stop the train.

11. He jumped down from the engine, and ran along the track toward Andy. The train was late, and the engineer was angry. But when he saw how the brave little fellow had saved his life, and the lives of all the people on the cars, his anger changed to gladness.

12. Everybody came out to see what the matter was. They saw that if Andy had not stopped

the train, the cars would have been thrown down a steep bank and dashed in pieces.

13. The ladies kissed Andy's rough, freckled face, and cried over him; and the gentlemen, as they looked at their wives and children, wiped their eyes, and said, "God bless the boy!"

14. And that is not all: they took out their purses, and made up a large sum of money for him. Not to pay him for what he had done, — they knew they never could do that, — but to show the little lad, better than words could show him, how grateful they felt to him.

15. Good, brave little Andy! The passengers all wrote down his name — *Andy Moore* — and the place where he lived.

16. Fifteen years have passed since Andy's brave deed, and if you wish to know where he is now I will tell you. He is an engineer on this very railroad. And the coolness, the courage, the presence of mind, of the boy, mark the man.

HEADS FOR COMPOSITION.

I. THE LITTLE HERO DESCRIBED: how he looked — his home — the railroad track.

II. (*Picture at beginning of the book.*) The track: what looks wrong? What did Andy think? The train coming.

III. The warning: what Andy does—the engineer—train stopped.

IV. Passengers: what they see—what they do.

LESSON XXVI.

Home Pets.

THE DOG.—Part I.

hĕs'i-tāte	băt'tled	af-fĕe'tion
fĭ-dĕl'i-ty	pīnes	pĕr'ish
răp'id	toŭch'ing	re-stōres'

PREPARATORY DICTATION.

1. Choose quickly, do not *hesitate.*—2. Pluck the rose from its stem, and it withers, *pines* away, and *perishes;* put it in water, and you give it back new life—you *restore* its bloom.—3. The dog is faithful and loving to its master—full of *fidelity* and *affection.*—4. His story excited much pity—it was a *touching* tale.

1. If you were asked to name the pet of all pets, I am sure you would not long hesitate,—you would say the dog.

2. This animal is found in all parts of the world. Wherever man is, there is the dog. And everywhere he is the friend and companion of man. The dog can guard his house, watch his sheep, catch his game, and do more for him than I can tell you.

3. How many lives he saves every year! How many drowning people he rescues! How many lost children he restores to their homes!

4. What a faithful and loving companion he is! How often he pines away and dies at the loss of his master! What other friend has the poor blind beggar but this kind servant?

5. There are many touching stories of the fidelity and affection of the dog. I remember one you may like to hear, about a dog whose master wanted to get rid of him.

6. This man was not a cruel master — indeed, he loved the faithful animal — but he was very poor, so poor that he could not afford the little food his dog needed.

7. So at last, with a sad heart, he made up his mind that he must drown the poor creature. Lifting the dog in his arms, he walked to the river bank, hastily tied a stone around the dog's neck, and threw him out into the deep water.

8. But just as the man had done this, his foot slipped, and soon he himself was struggling in the rapid stream. The water was very deep, and the poor man could not swim. He shouted for help, but no help was nigh. He had drowned his dog, — the only friend he had, — and now he too must perish in the same way.

9. But his dog was *not* drowned. Just as his master was giving up all hope, he felt a tug at his coat-collar. The dog had shaken off the stone tied to his neck; and as soon as he saw that his master was in the water too, the loving creature swam quickly to him, and dragged him safely to the shore.

10. Brave, faithful dog! What do you think his master did with him? I think he took him

home again, and kept him, and was kind to him as long as he lived.

11. There was once a little boy, named Darwin, who had a beautiful spaniel, which was called Argus. The boy was taken ill, and, after a short sickness, died; and the dog, who seemed to mourn for him very much, followed the family to the grave.

12. For several days afterwards Argus was missed from the house; but at last he returned, and after looking around as if in search of something, he went away.

13. Again he returned and went as before; and soon the family missed several things that had belonged to little Darwin.

14. One day they watched Argus when he came back, and saw him take his young master's top in his mouth, and run off with it towards the place where he was buried.

15. Darwin's father followed him, and found, in a hollow place the dog had scraped above the grave, a cap, a pair of shoes, and several toys.

16. They took poor Argus away, and shut him up at home; but he refused to eat, and moaned so much that at last they let him out again. As soon as he was free, he again ran off to

the grave, and there the kind creature remained till he died, mourning for his lost master.

17. But I must tell you about Dash and Rory. These two dogs were both good-natured enough when apart, but somehow they never could meet without having a fight. One day they had a long and fierce battle on a pier, from the end of which they both fell into the sea.

18. This pier reached a half mile out into the sea, and its sides were high and steep. Both Dash and Rory would surely be drowned unless they could swim that long distance to the shore.

19. They seemed to know this, and quickly forgetting their quarrel, each began to swim for the land as best he could. Dash was a fine swimmer, and very soon reached dry ground; but Rory, who was not used to the water, battled long with the waves, unable to reach the beach.

20. Dash had shaken the water from his shaggy coat, and stood looking at his enemy. Pretty soon he saw that Rory was growing weaker and weaker. What do you think the noble creature did then? He plunged bravely in again, tired as he was, took Rory gently by the neck, and brought him safely ashore. Ever afterwards Rory and Dash were companions and friends.

LANGUAGE LESSON.

Rule paper like this model, and write the word-analysis: —

WORD.	ANALYSIS.	MEANING.
liar	lie + ar	one who lies
beggar		
hastily	hasty + ly	in a hasty manner
quickly		
safely		

LESSON XXVII.

Home Pets.

THE DOG. — Part II.

ġĕst′ūre shrewd′ness (shro͝od′-) Mĕr′çy
sẽrved de-fĕnd′ at-tăcked′

PREPARATORY DICTATION.

1. Each had a portion of food *served* on a wooden platter. — 2. By waving his arms, and by other *gestures*, the man showed he was in distress. — 3. The villagers were *attacked* by their enemies, but quickly came together to *defend* and protect their homes. — 4. The elephant has great *shrewdness* and sagacity.

1. You have seen how faithful a creature the dog is. Now I must tell you that he is as knowing as he is faithful. How well he can read faces! And how quick he is to understand the meaning of words and gestures!

2. Did you ever hear the story of the dog that stopped a runaway horse? This dog's name was Bruno. One day Bruno's master went into a shop, leaving his horse and wagon, with Bruno mounted on the wagon-seat.

3. The horse took fright at some boys, who were shouting, as they came from school, and ran off down the street. The reins fell to the ground.

4. Bruno at once sprang down, and seized the reins in his teeth. The horse ran fast; but Bruno clung to the reins, and at last made the horse stop.

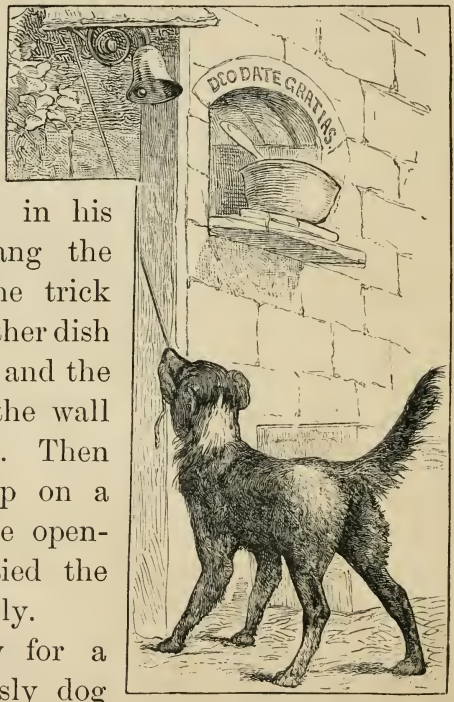
5. Was not this a knowing dog? But for him, the wagon might have been broken, the horse hurt, and some one run over in the street.

6. Then there is the story of the dog Jack, and how he got his dinner.

7. It seems that at a certain convent in France, twenty poor people were served with a dinner every day. As each of these poor men came to

the door he pulled a bell-rope, and his dinner was passed out to him through an opening in the wall. In this way he could not be seen by the servant, nor the servant be seen by him.

8. One day this dog Jack waited till all the twenty people were served with dinner, and then he marched up, took the rope in his mouth, and rang the bell again. The trick succeeded; another dish was passed out, and the little door in the wall was shut again. Then Jack sprang up on a bench below the opening, and emptied the dish very quickly.



9. Every day for a long time the sly dog got a good meal by this plan. But at last the cook found out that twenty-one dinners instead of twenty were passed out every noon. So he

watched for the thief, and at last found him out.

10. But when the good Mother who was at the head of the Sisters of Mercy heard the story, she was so pleased at the shrewdness of the animal, that she gave orders that every day when Jack rang the bell he should have his dinner served out to him like the rest.

11. There is a story of a poodle that was even more knowing than Jack. This poodle's name was Wag.

12. Wag earned his dinner, too, as you will see; but his way of earning it was not an honest one. His master was a shoe-black, who used to stand at the end of one of the bridges in the city of Paris.

13. Many people cross this bridge every day; and the shoe-black had taught little Wag to run down to the river-bank, and roll over and over till his shaggy coat was covered with mud, and then to run across the sidewalk where people were passing, so as to soil their boots.

14. This trick kept the shoe-black busy polishing boots, and brought him all the work he wanted.

15. Wag was very knowing, and it was fun

to watch him. He would not look at poorly dressed people, but a gentleman with brightly polished boots was sure to be dabbled with mud.

16. At last, however, this trick was found out, and the shoe-black was punished. This he deserved: but I don't think the poodle was much to blame; he had only done what his master taught him to do.

17. Did you ever hear of the dog Nero, who used to bring his master's meals from the hotel?

18. One day when Nero was bringing home his master's dinner in a basket, two other dogs smelled the food and attacked him. Nero put his basket on the ground, and set to work to defend himself and his master's dinner. But while he was fighting with one of the dogs, the other would run to the basket and help himself.

19. If Nero drove him away, then the first dog would eat: so at last the dinner was half gone. Nero was brave enough to fight both dogs, but he could not be in two places at the same time.

20. At last he saw that there was no chance of saving his master's dinner. So he threw himself between his enemies, and quickly ate what food was left, himself.

LANGUAGE LESSON.

Write these statements so that they may speak of past time: —

The horse *runs* down the street.
Bruno at once *springs* down.
Nero *throws* himself between his enemies.
He quickly *eats* what dinner *is* left.

HEADS FOR COMPOSITION.

I. Story of the dog Jack: the convent dinner — how the poor men got it — what Jack did — success of the trick — cook's discovery — kindness of the Mother.

II. Story of Nero: what he used to do for his master — what happened one day — Nero's defense — his difficulty — how he settled the matter.

LESSON XXVIII.

Gathering Nuts.

They are neither birds nor squirrels:
They are only boys and girls,
After nuts.

But they laugh and talk and chatter,
With such gay and merry clatter,
As they search,

That, instead of only seven,
You might think they were eleven,
Or even more,

As, with merry laugh and shout,
They see the brown nuts dance about
On the grass,

When the boys with shake and blow
Send them down for those below
To gather up.

So they work like busy squirrels,—
Seven little boys and girls,—
Gathering nuts.

LANGUAGE LESSON.

Copy all the name-words in this piece.

Copy all the quality-words.

Copy all the action-words.

LESSON XXIX.

The Stone that Rebounded.

re-bound′ sō′ber-ly deed

PREPARATORY DICTATION.

1. Throw a rubber ball against the wall, and it will *rebound.* — 2. What an act — what a *deed!* — 3. The boys grew serious, and looked at one another very *soberly.*

1. "O boys, boys, don't throw stones at that poor crow," said an old, gray-headed man.

"Why, sir," said a little fellow, "she makes such a croaking that we can't bear her."

2. "Yes, but she uses the voice God gave her. Perhaps it is as pleasant to her friends, as your voice is to those who love you. Besides, I have another reason why I don't want you to stone her. I am afraid the stone will rebound, and hurt *you*."

3. "Rebound! we don't quite know what you mean."

"Well, come, and I will tell you a story."

"O, good, good! Is it a *true* story?"

4. "Yes, every word of it is true. Fifty years ago I was a boy like you; and I, too, used to throw stones. One day I went to work for some very kind old people. No one else had so many birds' nests under the roof of their barn. No one else had so many pretty pets.

5. "Among these pets was a very tame swallow. When the winter was gone, she came and built her nest near their house, and seemed quite at home. One day she was standing on a post near her nest, and was looking at me without the least fear, as much as to say, '*You* won't hurt me.'

6. "I found a nice stone; and, taking good aim, I threw it at her as hard as I could. It struck the poor swallow, and she dropped dead!

I was sorry the moment I saw her fall; but the deed was done.

7. "I said nothing to the kind old people, but they found out about it; and, though they never said a word to me, I knew they mourned sadly for the bird. I could never look them in the face again, as I did before my unkind act.

8. "O, if I had only told the old people how sorry I was! They have been dead many years, and so has the poor bird; but don't you see how that stone *rebounded* and hit me?"

9. The old man paused, smiled sadly, and, turning, went his way. The boys looked soberly at one another, and dropped the stones they had gathered. And the old crow gave a croak or two, and flew away to the woods.

LANGUAGE LESSON.

Rule paper, and write the word-analysis: —

WORD.	ANALYSIS.	MEANING.
rebound	re + bound	bound back
return		
unkind	un + kind	not kind
untrue		

LESSON XXX.

The Tale that never Tires. — Part I.

thôught'less	ēälm	rēaped
chânçe	ĕăn'dlę̱	pā'tiençe (-shens)
wē*a*'ry	tăl'lō*w*	tīre'sòme

PREPARATORY DICTATION.

1. The *thoughtless* boy threw a stone at the pet bird. He did not think what he was doing. — 2. Do not be in such a hurry, — have *patience*. — 3. The mowers *reaped* the grain when it was ripe. — 4. He meant to drown his dog, but by *chance* it happened that the dog was saved.

1. When Robinson Crusoe was nineteen years old, he wished to do what many other boys have done: he wanted to go to sea.

2. He was tired of his quiet, peaceful home, and thought it would be a fine thing to travel all over the world.

3. One day the son of the captain of a ship asked Crusoe to go with him to see what a sailor's life was like. The thoughtless youth started off at once, without even bidding his father and mother good-by.

4. After sailing many days, there came a great storm, and the ship was thrown on a rock. The sailors got into a boat, and tried to row to an island which was near. But all of them were drowned except Robinson Crusoe, who was washed high up on shore by a great wave.

5. The next day, as the storm had gone down, and the sea was calm, Crusoe swam out to the wrecked ship, to see what he could save. The poor fellow worked very hard, and made a raft of boards and beams, tying them together with ropes.

6. He brought back on his raft barrels of beef and pork, a chest of clothes, a great piece of sail-cloth, some guns and tools, and powder and shot.

7. On the ship he found a dog and a cat alive; and these he took ashore with him. He was glad to have even these companions.

8. Then he built himself a house in a cave, with a wall of strong timber outside. To get in and out over the wall he made a ladder. This he could take into his house at night, and he felt safer from wild beasts than if he had had a doorway and a door.

9. So now you see Robinson Crusoe had to

live all alone on this island, for he was the only man there. He had not a friend to talk to or to love; and very lonely he was, you may be sure.

10. There were a great many wild goats on this island. One day Crusoe caught a kid, and took it home with him, and tamed it. By and

by he had a whole flock of goats that he had caught and tamed. So he could have goat's meat and goat's milk whenever he pleased. He found a way to make butter and cheese, and he even made candles from goat's tallow.

11. There were many large turtles on the sea-shore. These Crusoe used to catch by getting between them and the water, and turning them over on their backs; for you know that when a turtle is turned on its back it can not get up again. He found the flesh of these turtles very nice.

12. But what pleased him most was that one day he caught a parrot. He took Poll to his home, and little by little he taught her to say many pleasant words and sentences. Poll's voice was the only one the poor man heard for many weary years.

13. In a bag that Crusoe brought from the ship there were by chance a few grains of barley and rice. These were spilled on the ground by the door and forgotten. But, after the rains, the rice and barley sprouted and grew; and in a year or two he had a large field of barley growing finely on his island.

14. When the grain was ripe he was puzzled

to know how he should reap it. How do you think he did it? He found a kind of sailor's sword called a cutlass that he had saved, and by hard work he cut the grain with this.

15. Crusoe had no mill to grind his grain in: so he pounded it in a great wooden bowl, with a hard, heavy piece of wood. To bake his bread and boil his meat, he made pots and kettles of clay. To make these was a long and tiresome labor; but he had very great patience, and he succeeded at last.

HEADS FOR COMPOSITION.

I. CRUSOE'S BOYISH WISH: the invitation — beginning of the voyage.

II. THE SHIPWRECK: fate of the sailors — fate of Crusoe.

III. VISIT TO THE SHIP: the raft — what he took back — the cat and dog.

IV. CRUSOE'S HOUSE: the wall — the ladder — why he felt safe.

V. ANIMALS: the goats — what they supplied him with — the turtles — mode of catching — Poll.

VI. CRUSOE TURNS FARMER: the seed — its growth — reaping — grinding the grain — bread-making.

LESSON XXXI.

The Tale that never Tires. — Part II.

săv'a-ġeṣ eăn'ni-balṣ es-eāped

PREPARATORY DICTATION.

1. The passengers got safely to the shore, and thus *escaped* death. — 2. Ignorant *savages*, who eat human flesh, are called *cannibals*.

1. Robinson Crusóe thought he would like to have a boat in which to sail round his

island. So he got out a grindstone which he had saved from the wreck; and, when he had ground his ax, he cut down a great cedar-tree.

2. With his ax he shaped the trunk of this tree into the form of a boat. But when it was done, the poor fellow could not move it: so he had to go to work all over again, and make a smaller one.

3. By this time all the clothes he had saved in the chest were worn out. So he set to work and made himself a new suit out of the skins of goats. He even made himself a hat and an umbrella from these skins.

4. For a long time Robinson Crusoe thought he was quite alone on the island; but one day he found the ashes of a fire on the sand by the seashore; and in the ashes a number of human bones: for it seems that savages used to go there from distant islands to kill and eat the prisoners they had taken in war.

5. Another day, soon after this, he saw smoke coming from the shore. He hid himself behind a tree, and watched, and saw a number of these cannibals sitting round a fire eating a prisoner. Another was lying close by, expecting every moment to be killed.

6. All at once this poor man jumped up, to try if he could not escape. He ran as fast as he could towards the wood where Robinson Crusoe lay hidden. Two of the savages ran after him.

7. Now, Crusoe had made up his mind to save the poor fellow if he could. So he ran out from his hiding-place in the wood, and shot the two men who were running after the prisoner.

8. This man whose life he thus saved became his servant and companion; and a merry, faithful fellow he was. Crusoe named him Friday, because it was on a Friday that he saved his life.

9. These two became very fond of each other. Crusoe made a goat-skin suit of clothes for Friday, and taught him how to use a gun. Little by little this poor savage learned to talk with Crusoe.

10. At first he could say only such words as "yes," and "no," and "master;" but after a while he learned to speak very good English. With Friday's help Crusoe was now able to launch the large heavy boat he had made from the cedar-tree, and many a fine sail they had in it.

11. The savages came again to the island a year after this, and again brought two prisoners with them to eat. Crusoe wanted to save the lives of these prisoners also: so he told Friday to follow him.

12. Taking two guns apiece, besides pistols and swords, they went boldly forward. Both fired at the savages, and Crusoe ran and cut the thongs that bound the prisoners.

13. One of these was a white man, a Spaniard. The other was Friday's own father! Friday kissed him, and unbound him and rubbed his limbs, and cried and laughed, and danced and sang, for joy.

14. It was not a lonely island for Robinson Crusoe after that. Besides his man Friday, there were Friday's father and the Spaniard, for company; and these men were very happy together, tilling their land, and hunting and fishing. They all looked up to Crusoe as their chief.

15. Still, Crusoe wished very much to see his own country again before he died. So you may be sure that he was very glad when a ship came to the island, and he was able to return home to his native land.

16. At last Robinson Crusoe and his man Friday got safely to England. There Crusoe married and settled down; and in his old age he would often tell his children the story of his life.

HEADS FOR COMPOSITION.

I. Making the boat: how Crusoe went to work — his failure — trying again.

II. Crusoe's discovery: visit of the cannibals.

III. The prisoner: the escape — pursuit — how the prisoner was saved.

IV. Friday: the friendship — their voyages.

V. Second visit of savages: the prisoners — attack by Crusoe and Friday — who the prisoners were.

VI. The happy family: occupations.

VII. Crusoe returns home.

LESSON XXXII.

Little Gustava.

Gus-tä′vå	ī′çĭ-el̤e̤s	ēave̤s
măr′i-gōld̤s	quāint	shȳ

PREPARATORY DICTATION.

1. Her cap was old-fashioned and *quaint.* — 2. The edge of a roof, where the water runs off, is called the *eaves.* — 3. Most birds are timid, *shy* creatures.

Little Gustava sits in the sun,
Safe in the porch, and the little drops run
From the icicles under the eaves so fast;

For the bright spring sun shines warm at last,
And glad is little Gustava.

She wears a quaint little scarlet cap;
And a little green bowl she holds in her lap,
Filled with bread and milk to the brim,
And a wreath of marigolds round the rim:
"Ha, ha!" laughs little Gustava.

Up comes her little gray, coaxing cat,
With her little pink nose, and she mews,
"What's that?"
Gustava feeds her, — she begs for more,
And a little brown hen walks in at the door:
"Good day!" cries little Gustava.

She scatters crumbs for the little brown hen;
There comes a rush and a flutter, and then
Down fly her little white doves so sweet,
With their snowy wings and their crimson feet:
"Welcome!" cries little Gustava.

So dainty and eager they pick up the crumbs;
But who is this through the doorway comes?
Little Scotch terrier, little dog Rags,
Looks in her face, and his funny tail wags:
"Ha, ha!" laughs little Gustava.

"You want some breakfast, too?" and down
She sets her bowl on the brick floor brown;
And little dog Rags drinks up her milk,
While she strokes his shaggy locks, like silk:
"Dear Rags!" says little Gustava.

Waiting without stood sparrow and crow,
Cooling their feet in the melting snow.
"Won't you come in, good folk?" she cried,
But they were too bashful, and stayed outside,
Though "Pray come in!" cried Gustava.

So the last she threw them, and knelt on the mat,
With doves, and biddy, and dog, and cat.
And her mother came to the open house-door:
"Dear little daughter, I bring you some more,
My merry little Gustava."

Kitty and terrier, biddy and doves,
All things harmless, Gustava loves:
The shy, kind creatures 'tis joy to feed,
And, O, her breakfast is sweet indeed
To happy little Gustava!

LANGUAGE LESSON.

Copy, and supply the right greetings: —

To her gray, coaxing cat, Gustava said . . . . .
To her little white doves, Gustava said . . . . .
To her little dog Rags, Gustava said . . . . .
To the sparrow and crow, Gustava said . . . . .

LESSON XXXIII.

Letter from the Wild Duck to the Tame Duck.

dān′ger	pŭd′dle	as-sūre′
märsh′es	wad′dle	ĕn′trançe
de-eoy′	ov′en	fĕl′lōw–feel′ing

PREPARATORY DICTATION.

1. I am sorry for you — I feel with you — I have a *fellow-feeling* for you. — 2. Be sure of this; I *assure* you it is true. — 3. At one end of the entry was an *entrance* way of folding doors. — 4. Swamps and *marshes* are low, wet lands. — 5. The spring was clear till the old frog jumped in and *puddled* it.

THE MARSHES.

DEAR COUSIN, —

I suppose I must call you so; for, though I am so very wild and shy, I have still a kind of fellow-feeling for you.

You know very well that you are intended to be eaten: so, if you have not gone to the oven before this reaches you, I should be glad to hear from you.

They say that you never fly, and that you seldom waddle more than a meadow's length

from your pond, where you keep puddling about from daylight till dark.

This, I assure you, is not the life that *I* lead. We wild ducks fly together in great flocks, in the night, for many miles over this flat, wet country: so we have plenty of water, and may swim till we are tired.

But with all our freedom we are not safe; for we are sometimes caught by hundreds in a kind of trap, called a *decoy*.

Into these traps wild ducks are often led like fools by other ducks that are well fed to coax us in.

The entrance of this trap, as far as I could see of it, is very narrow; for I have been twice within a hair's breadth of being caught in it myself.

I wish every duck in the country could say that "she had twice been in great danger by keeping bad company, but had escaped."

Well, cousin, I am going to fly, and swim too, as long as I can; and I advise you to do the same, and make the most of your day.

Hoping to hear from you,

I am your affectionate

COUSIN WILDING.

LESSON XXXIV.

The Tame Duck's Reply.

fŏl'ly	erēat'ūre	con-çēit'
af-fâirs'	thănk'fụl	re-lā'tions
cŏm'fort (furt)	ĭn'stançe	com-pâred'

PREPARATORY DICTATION.

1. See the peacock spread his tail! How vain he is! What *conceit!* — 2. Jane and Frank are orphans. Aunt Sarah and cousin George are the only *relations* they have. — 3. It is *folly* to meddle with the business of others. Attend to your own *affairs.*

THE DUCK POND.

COUSIN WILDING, —

I confess I did not at all expect to hear from you; for I always believed you to be a thoughtless young creature, caring no more for your relations than I care for a shower of rain.

However, you have escaped danger twice, and you have reason to be thankful.

I have been sitting here on ten eggs for three weeks past, and have another week to be shut up; but it is a comfort to think of the pleasure

I shall have in hatching my young ones and teaching them to swim. They will look so clean, and be so happy, and will obey every quack from me so quickly, that I shall be the proudest mother in the world.

I must tell you of a creature we have here that is called a hen. She is a cackling, useless, silly creature, feathered it is true, but as much afraid of water as you are of the trap you speak of.

She hatched nine or ten of my eggs; and you should have seen the folly and conceit of the creature as she led the youngsters, or rather as they led her, to the nearest water!

In they went, as happy as could be; but she began to chatter and scold, and run around the edge of the pond to save them from drowning! What fools these hens must be, compared to us ducks!

Really, cousin, don't you think this meddling with other people's affairs is all wrong? Suppose, for instance, I should sit upon a dozen of that silly creature's eggs.

To be sure, I should have a week's holiday, since they sit but three weeks; but what should I bring to light?

A parcel of little, useless, tip-toed, cowardly things, that would not follow me into the pond! I can not bear to think of it.

I have written you a long letter, and can think of no more but Quack, quack, quack! and farewell.

Your affectionate

HOME COUSIN.

LESSON XXXV.

Bright Examples.

NATHAN HALE.

re-grĕt′	sōl′dier(-jer)	frănk′ly
per-mĭt′	joy′*o*ŭs	dis-g*u*ī̲s′ing

PREPARATORY DICTATION.

1. I am sorry for it. I *regret* it. — 2. Tell the truth — speak openly and *frankly*. — 3. Poll wanted to be a fine lady, so she *disguised* herself in Miss Doll's clothes.

1. In the roll of our country's heroes, no name shines brighter than that of Nathan Hale. This noble young soldier was a captain in the American army at a time when we were at war with the English.

2. George Washington, who was the leader of the American armies, wished very much to find out the position of the English army, and just how strong it was.

3. Nathan Hale felt that it was his duty to do all he could for his native land, and offered to go into the enemy's camp and find out all that General Washington wanted to know.

4. Putting off his captain's dress, and disguising himself as well as he could, this brave young man crossed over to Long Island, and made his way into the midst of the English camp.

5. He looked at all their forts, and made drawings of them; and learned much about what the English commander, General Howe, was thinking of doing.

6. He then started to return; but he was taken prisoner, and carried before the English general. When Hale saw that his purpose was known, he frankly told who he was, and what he had come for; and General Howe ordered him to be hung as a spy.

7. But was he a spy? When we speak of a spy, we think of one who, for pay, enters the camp of an enemy to learn his secrets. In this meaning Nathan Hale was no spy. For, why did he offer himself for this service? For pay? No! for duty, — for love of his country.

8. The order of the British general was carried out the next morning, and poor Hale was treated most cruelly. Every favor was denied him. General Howe would not permit the young American to see a clergyman, nor even to have a Bible.

9. But a high, a holy feeling upheld the brave youth in his last hour. With almost joyous step he walked to the place of death, and with his last breath spoke these words — words that will never die: "I only regret that I have but one life to lose for my country."

10. The Romans had a saying, "It is sweet to die for one's native land." But the speech of young Hale was finer than that, for he wished that he had *many* lives to give for his country.

LANGUAGE LESSON.

Rule paper like the model, and write the word-analysis: —

WORD.	ANALYSIS.	MEANING.
finer	fine + er	more fine
brighter		
cruelly	cruel + ly	in a cruel manner
frankly		
leader	lead + er	one who leads
commander		
prisoner		

HEADS FOR COMPOSITION.

I. Nathan Hale: who he was — Washington's wish.

II. Hale's patriotism: his offer — his disguise — what he did.

III. His capture: General Howe — the sentence.

IV. Hale's heroic death: his last words — was he a spy?

LESSON XXXVI.

The Reindeer.

Ăr′ab	shĕl′ter	pu̲lk′ha
ĭn′ter-ĕst-ing	sle̲igh	sup-pōrt′
wēird′ly	wāste	brows̲′es̲

PREPARATORY DICTATION.

1. The *browsing* ox nibbles the sweet grass. — 2. The lightning flash gave to every thing a strange, *weird* look. — 3. The desert is a *waste* of sand, the ocean is a *waste* of water. — 4. The old lady would have fallen, had not her son run to *support* her.

1. Of all the servants of man the reindeer is, perhaps, the most *interesting*. Can you think of Santa Claus drawn by a team of elephants, or horses, or camels? No, indeed!

2. For his Christmas eve visits, the queer little fur-clad driver harnesses his team of eight tiny reindeer; and as he speeds along, he whistles and shouts, and calls them by name, —

"Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donder and Blitzen!"

3. It is in Lapland, in the far northern part of Europe, that the reindeer is best seen as a servant of man. Servant? No; he is more than that: he is almost the sole wealth of the Lapp.

4. To the Laplander the reindeer is indeed a useful animal. It takes the place of the horse, the cow, and the sheep. Its flesh is dainty food; butter and cheese are made from its milk; and its skin furnishes tents, bedding, and clothing. Living, it carries the Lapps and their goods wherever they wish to go; and dead, there is hardly any part of it they do not make use of.

5. A Laplander is rich according to the number of reindeer he owns. Those who have a thousand or more are classed among the very wealthy; those who have a few hundred are only "well-to-do;" while those who own no more than fifty often become servants to their richer countrymen.

6. But it is about the reindeer as an animal which draws loads that we are to learn: so let us begin with the sleigh, or sledge.

7. The sledge of the Laplander is called a *pulkha*. To get an idea of what this is, you must fancy a little boat, about six feet long, and sixteen inches wide at the end where it is broadest. From this end it tapers almost to a point in the forepart.

8. Its sides are exactly like those of a boat; and it rests upon a "keel" about four inches wide. This keel is the one and only runner. A strong board boxes up the broad end, in

front of which is the seat; and the board itself serves to support the back of the rider. His legs and feet are stretched out in front of him; and, thus fixed, the Laplander is ready for the road.

9. In the best kind of pulkha the forward part is covered with skin or leather; but the Laplander does not often like this. It gives him too much trouble to get out and in. So his sledge is generally open from end to end; and his deer-skin coverings keep him warm enough.

10. Only one deer is used in drawing a sledge, and the mode of harnessing is very simple. A band of skin is used as a collar round the neck of the animal; and from the lowest point of this a piece drops down below the animal's breast.

11. To this piece is fastened the trace, — there is but one, — which, passing between the forelegs, and afterwards the hind ones, is looped into an iron ring in the front of the sledge. The trace is a strong strap of rawhide or leather, and by means of it the sledge is drawn along.

12. A broad band, or girth, usually of handsome cloth neatly stitched, passes round the deer's body. Its use is to hold up the trace, and prevent it from dragging on the ground.

Another band of cloth passes round its neck, giving a fine look to the noble creature.

13. A single rein fastened to the left horn, or fixed like a halter around the deer's head, is all that is needed to guide it with. The movements of this rein and the driver's voice are understood by this well-trained animal.

14. For all that, the deer does not *always* travel kindly. Sometimes he takes a fit of stubbornness or anger. He will then turn upon his driver, and lower his horns for attack. At such times the Lapp takes shelter behind his pulkha, raising it in his arms, and holding it as a shield with which to defend himself.

15. As the Lapland sleigh has only one narrow runner, it often upsets and throws out the rider; but the Lapp thinks nothing of this. In a minute the "snow-boat" is set right, the traveler is in his seat again, and off he scuds over the snow with the speed of a railroad train.

16. Of a railroad train? Yes: the reindeer can travel twenty miles an hour! And it can run at this rate for eight or ten hours, making from one hundred and fifty to two hundred miles in a single day!

17. This is very fast traveling, is it not? But

I will tell you something still more wonderful. In the palace of the king of Sweden there is a picture of a reindeer that carried an officer more than nine hundred miles in forty-eight hours. But the poor creature dropped dead at the end of the journey.

18. The food of the reindeer does not cost the owner much. In the summer it browses on the shrubs and plants it finds on its march. In the winter it feeds on reindeer-moss. This plant is often deep under the snow; but the reindeer is very clever in getting at it by scraping away the snow with its horns, hoofs, and nose.

19. I think that a Laplander in his snow-boat, drawn by his swift and graceful servant over the great waste of snow, weirdly lit by the sun shining at midnight, is as interesting a sight as may be seen anywhere.

HEADS FOR COMPOSITION.

I. The reindeer: his home — value to the Lapp.

II. Lapland sledge: description of its parts.

III. Way of harnessing: the collar — the trace — the girth — the rein.

IV. Speed of the reindeer: miles an hour — miles a day — a wonderful case.

LANGUAGE LESSON.

Rule paper like the model, and write the word-analysis: —

WORD.	ANALYSIS.	MEANING.
Dasher	Dash + er	the one that dashes
Dancer		
Prancer		
useful	use + ful	full of use
graceful		
broadest	broad + est	most broad
lowest		

LESSON XXXVII.

The Fairy Artist.

pўg′my lănd′seāpes
spănned ĕlf′in–lănd

1. O, there is a little artist
   Who paints in the cold night hours
   Pictures for wee, wee children,
   Of wondrous trees and flowers;

2. Pictures of snow-white mountains
Touching the snow-white sky;
Pictures of distant oceans
Where pygmy ships sail by;

3. Pictures of rushing rivers
By fairy bridges spanned;
Bits of beautiful landscapes
Copied from elfin-land.

4. The moon is the lamp he paints by,
His canvas the window pane;
His brush is a frozen snow-flake:
Jack Frost the artist's name.

LANGUAGE LESSON.

What word in the first verse means the same as "little"?

Write the two parts of the word "snow-white," and give its meaning. So with "snow-flake."

Copy this sentence: —

Pygmies, sprites, and elves are names of the little creatures, full of mischief, thought to live in fairy-land, or *elfinland*, — the land of the elves.

LESSON XXXVIII.

About Plants.

THE ROOT.

rōōt'let	dĭ-vīdeṣ′	prŏp′er
*h*ẽrbṣ	re-quīreṣ′	ab-sôrb′

PREPARATORY DICTATION.

1. What does a child need? A child *requires* food and clothing. — 2. A brooklet is a little brook; so a *rootlet* is a little root. — 3. The sponge quickly sucks up water — it *absorbs* it.

1. A plant is not like an animal, which can move about. It grows and stays in one place. What keeps it in that place? Its roots. These grow down into the ground, and there hold fast, so that the wind may not overturn the plant.

2. Now, some plants, such as the beet plant, have just one large root in the ground. Above ground the beet plant is not high: it has no stem, and its few leaves grow right out of the top of the root. Even this one root has many fine hair-like roots growing out all around it.

3. But most large plants, such as trees, and

even small ones, such as the tiny herbs, have branching roots; that is, the large root under ground divides into rootlets somewhat as the stem above ground spreads out into branches.

4. Look at this part of a stem with the roots below. Does it not look very much like the leg of a bird, with its toes for holding fast? Only, a bird has but three or at most four toes on a foot, while the plant has in *its* foot so many toes that they can not be counted.

ROOTLETS.

5. And we may see how firmly the plant can cling to the earth, with such a host of toes and far-reaching claws; the more so, as they are all closely packed into the ground. Now let a gale come, and the wind will not tear up the plant very easily.

6. This is one thing the root has to do: it has to hold the plant fast in its place.

7. But that is not all the root does: it has finer work than that to do. The plant gets a large part of its food from the ground; and how is it to get it from the ground, unless by the roots? They are in the ground, and they ab-

sorb water from it; and with that water go other things into the root that the plant needs.

8. There is something very wonderful about the way these roots act. They seem to know what the plant needs. The root of one kind of plant will suck up out of the ground just what that kind of plant needs. The roots of some other kind of plant will absorb just what *that* plant needs.

9. The roots of all plants seem to know just what to take in out of the ground, besides the water. And if a plant is put into ground that has not the food it requires, what can the roots do? They do not find their proper food, and so the plant grows sickly or dies.

10. How do roots get so deep into the earth, and grow all over and around big rocks and little? It is in this way: all the time that the tips of the rootlets are sucking up food for the plant, they are also growing at the end.

11. As the young roots are very fine, they can easily pick their way, for they have nothing to do but lie still, and let more root — a very, very little at a time — grow out from their ends; and of course these little ends will go whichever way they can.

LANGUAGE LESSON.

Copy all the name-words that name parts of a plant.

Change each of these statements so that it may tell of more than one: —

The leaf grows out of the top of the root.
The root absorbs water from the ground.
A tree is a plant. An herb is a plant.

What two words in paragraph 3 mean the same as *little?* What word in paragraph 7 means the same as *suck up* (paragraph 8), and *take in* (paragraph 9)?

LESSON XXXIX.

Give Heed to Little Things.

hew′ing (hū-)	in-crēase′	läunched
tĭm′ber	de-stroy′	hŭll

PREPARATORY DICTATION.

1. When a tree is felled, the *timber* is sometimes *hewed* into masts, sometimes into knees and keels for the body or *hull* of a ship. — 2. The great host of locusts *destroyed* every green thing. — 3. Roll a snow-ball, and it grows larger and larger — it *increases* in size.

1. Two men were at work one day in a yard where ships are built. They were hewing a stick of timber to put into a ship. It was a small stick, and not worth much. As they cut off the chips, they found a worm, — a small worm, not more than half an inch long.

2. "This stick is wormy," said one; "shall we put it in?"

3. "I do not know," said the other. "Yes, I think the stick may go in. Of course it will never be seen."

4. "That may be; but there may be other worms in it, and these may increase, and destroy the hull."

5. "No, I think not. To be sure, the stick is not worth much; yet I do not wish to lose it. But, come, never mind the worm: we have seen but one. Put it in."

6. And so the stick was put in. The ship was built and launched. She went to sea, and for ten years she did well. But at last she grew weak and rotten, for her timbers were very much eaten by worms.

7. However, the captain of the ship thought he would try to get her home. He had a costly

load of silks and teas in the ship, and very many passengers.

8. On their way home a tornado came on. The ship for a while climbed up the high waves, and then plunged down, creaking and rolling from side to side. At last she sprang a leak.

9. They had two pumps, and the men worked at them day and night; but the water came in faster than they could pump it out. The ship filled with water, and went down under the blue waves, with all the people and all the goods on board.

10. O, what a loss was there of life and of goods! and all because that little stick of timber with the worm in it was put in when the ship was built.

11. How much mischief may be done by a little worm! And how much harm a man may do when he is unfaithful even in the smallest thing!

LANGUAGE LESSON.

Change these statements so that they may tell of past time: —

I build a ship.
The ship is launched.

She goes to sea, and a great storm comes on.

She springs a leak. The men work at the pumps, but she fills with water.

The ship goes down under the blue waves. Every one perishes.

LESSON XL.

Mary and the Robin Redbreast.

de-lī*gh*t′ed	māid′*e*n
c*o*m′pa-ny	brĕ*a*k′fast

1. I saw a little maiden throw
A crumb of bread to feed a robin;
And she was more delighted — so
Delighted! — when he, bowing, bobbing,
Flew with the crumb of bread away,
And "Thank you, Mary!" seemed to say.

2. And I do think that Mary dear
Was far more happy that, instead
Of eating all her breakfast, thus,
The robin got his crumb of bread;
And to the robin redbreast she
Said, "Thank you for your company!"

LANGUAGE LESSON.

Copy two exclamations.

Write the simple words by leaving off the suffixes: —

bowing bobbing eating

LESSON XLI.

Abou and his Horse.

pŏv'er-ty	ĕăp'tor̤s	dạwn
eŏn'stant	Ä'bọu	bădе
de-s̤ērt'	spĕd	ex̤-hạust'ion

PREPARATORY DICTATION.

1. I *bade* you do it, and you should obey my command. — 2. Give me neither *poverty* nor riches. — 3. The nurse was always at hand — she was *constant* in her attendance. — 4. *Deserted* — abandoned to his fate, the poor soldier died of utter weariness and *exhaustion.*

1. The fastest and most beautiful horses in the world are those of Arabia. The Arab loves his horse almost as much as he loves his chil-

dren. In fact, his horse lives among his children. They tumble about it, hang on by its ears and mane, and make a playmate of the gentle creature.

2. Leave him his horse, and the Arab is happy even in the midst of poverty. He treats it with great care and kindness, never using whip or spur. Horse and man are friends, rather than master and servant.

3. I must tell you a story about an Arab and his horse, which shows how fond of each other they may become.

4. This Arab's name was Abou. One day when he was riding over the plain some miles away from the simple tent which was his home, he was surrounded by enemies and taken prisoner.

5. Abou's captors tied him fast on his own horse, and led him away many miles to a place where they camped for the night. There they laid him on the ground, and led off his horse with their own to another part of the camp.

6. Abou knew that he would be sold as a slave; and his heart ached to think he should never again see his home, or his dear wife and children. But almost as hard to bear was the

thought that he should be separated from his horse, his constant companion for so many years.

7. Abou knew that no one would ever be so kind to the poor beast as he had been, — that no stranger would care to feed him every day, as he had, with camel's milk and with sweet barley.

8. In the middle of the night, while he was weeping at this thought, Abou heard the well-known whinny of his favorite. Although tied hand and foot, Abou managed, by rolling over and over on the ground, to come where his horse was

9. The poor creature knew him, and trembled with delight. Abou trembled too, but with pain and weakness and sorrow. He had made up his mind to set his dear companion free if he could.

10. Abou knew that he was a hopeless prisoner; but he wanted his horse to escape, and return to the old home where loving hands would care for him and tend him.

11. Reaching the camel's-hair cord with which his horse was tied, Abou gnawed it with his teeth, till at last he had worn it in two. Then in a faint voice he bade his pet begone.

12. But the faithful creature would not go. He sniffed at the cords that bound his master's limbs, licked Abou's face, whinnied softly, and then stood still.

13. For the first time in his life he would pay no attention to Abou's commands. He would not stir an inch: he could not desert his friend.

14. All this while the noble animal must have been thinking how he could help his master; for at last he felt about for Abou's belt, found it, took it firmly in his teeth, lifted Abou from the ground, and with this heavy burden sped softly away over the plain.

15. Miles and miles and miles the loving creature ran, never stopping to rest; miles and miles, straight toward their far-off home; miles and miles, with Abou in his mouth,—till, just as the dawn was breaking, he laid his master gently down at his own tent-door.

16. The lonely wife and the little children, were they not glad? Yes, they were overjoyed. But their joy was soon changed to grief.

17. The noble horse staggered a moment, and then dropped at their feet, dead with exhaustion. He had saved his master, but he had laid down his own life.

HEADS FOR COMPOSITION.

I. Subject of the story.

II. Abou's capture: when and by whom taken prisoner — what was done with him.

III. His feelings: about those at home — about his horse.

IV. What occurred at night: Abou's wish — what he did.

V. The faithful horse: his first disobedience — what he did — the race for home — his death.

LESSON XLII.

Playing Ninety-Nine.

pĕn'non rĭng'lets wĭn'sŏme

1. A little old woman before me
   Went slowly down the street;
   Walking as if aweary
   Were her feeble, tottering feet.

2. From under her old poke-bonnet
   I caught a gleam of snow;
   And her waving cap-string floated,
   Like a pennon, to and fro.

3. In the folds of her rusty mantle
Sudden her footstep caught;
And I sprang to keep her from falling,
With a touch as quick as thought:

4. When, under the old poke-bonnet,
I saw a winsome face,
Framed in with the flaxen ringlets
Of my wee daughter Grace.

5. Mantle and cap together
Dropped off at my very feet;
And there stood the little fairy,
Beautiful, blushing, sweet!

6. I thought — But my little daughter
Slipped her dimpled hand in mine:
"I was only playing," she whispered,
"That I was ninety-nine."

LESSON XLIII.

About Plants.

THE LEAF.

seal'lŏped	A-mĕr'i-ean	tū'lip
chĕst'nut	as-păr'a-gŭs	ō'val

1. We think of a leaf as something thin and broad, with edges smoothly rounded, prettily scalloped, or else nicely toothed, and we know that its color is of a pleasing green.

APPLE LEAF.

LEAF OF CHESTNUT OAK.

2. Most plants have leaves shaped somewhat like the apple leaf — oval, or egg shape. On some plants these oval leaves are smooth on the edge; on others the edges are toothed, like those of the chestnut oak.

3. The leaves of some plants are coarsely toothed; on other plants the teeth are very fine. Many herbs, such as the asters and golden-rods of our woods, as well as the wild sunflowers, have leaves with both coarse and fine teeth, besides many small ones with smooth edges, all on the same plant.

MORNING-GLORY LEAF.

4. A leaf may be a very long oval, or a very short and broad one; and some leaves are almost round. Then, again, there are leaves of a heart shape; some morning-glory plants have such leaves.

LEAF OF TULIP-TREE.

5. Many plants have scalloped leaves: the edges round in and out. Nearly all oaks have such leaves. The live-oak, the willow oak, and some others, have smooth oval leaves.

6. Here is a leaf of a very curious shape, and a pretty leaf it is. It grows on very large and tall trees, called tulip-trees; and these are so named because they have very large flowers shaped some-

what like a tulip. These splendid trees grow in our American forests.

7. The sweet-gum trees have star-shaped leaves, and our maple-trees also have very handsome leaves of somewhat the same shape. These are only a few of the countless kinds of leaves.

8. Leaves are for the most part thin and broad. Being thin they are light, and a tree with its many little branches can bear thousands upon thousands of them, and not break down. Being broad, they touch a good deal of air; and that is just what the plant wants them to do. It wants them to take in from the air all the food they can.

9. And how do the leaves do this? By a kind of *breathing*. A leaf has a skin on each side, and the skin on the lower side has a great many fine holes. There are many thousands of such fine holes in the skin of a leaf; and through these holes the air gets inside the leaf.

10. There a part of the air joins the sap or juice that has come up from the roots, and the two together make the food of the plant.

11. When the wind blows, the leaves bend and flutter about, but they hold fast to the branches by their tough little stalks; and, if a few of the

weaker ones do blow off, it does not matter much, for the plant has plenty more left. The firm, round trunk hardly moves; and the strong round branches bend over, but do not break; while the roots hold every thing fast.

12. There are plants, however, that have very slender, needle-like leaves. All the many different kinds of pines have such leaves, which for the most part hang from the trees in bunches. The asparagus plant, the young shoots of which we eat, has thread-like leaves that come out on the stem in round clusters.

13. There are many other plants with leaves not thicker than pins; and some plants have very short and thick leaves.

LANGUAGE LESSON.

Copy, and supply words to express *what kind* of leaves: —

Most plants have ..... leaves.
Some morning-glories have ..... leaves.
Nearly all oaks have ..... leaves.
The sweet-gum tree has ..... leaves.
All pines have ..... leaves.
The asparagus plant has ..... leaves.

LESSON XLIV.

Bright Examples.

VOLNEY AND THE SHARK.

rĕş′eūe	a<u>n</u><u>x</u>-ī′e-ty	vĕnt′ūre
rĕe′ord	elŭtched	ăg′o-ny
eŭt′lass	he-rō′ie	săe′ri-fīce (fīz)

PREPARATORY DICTATION.

1. The *brave* fireman brought the child safe out of the flames: he *rescued* it. — 2. The *heroic* man *ventured* where no one else dared go. — 3. *Anxiety* showed itself in every face, but the poor mother was more than anxious, — she was in *agony*.

1. On board a vessel bound for the West India Islands was a little girl, the daughter of a rich merchant. One day during the voyage this little girl slipped away from her nurse, and ran upon deck.

2. While looking down into the water the rolling of the ship made her dizzy, and she fell over the side of the vessel into the sea. A sailor named Martin, who saw the child fall, plunged in to rescue her, and after swimming a few strokes caught hold of her dress.

3. With one hand he swam toward the vessel, and with the other he held the child close to his breast. Turning suddenly round, he saw behind him a large shark. The terrible creature was coming straight toward him.

4. At his loud cries for help every one ran on deck, but no one knew what to do. The shark rushed forward to seize his prey. It was plain that, unless help came quickly, poor Martin and the little girl would be lost.

5. It was a dreadful sight. On the deck was the merchant, trembling for the safety of his little girl; in the water, a brave sailor risking his life for the child of a stranger. The whole crew held their breath in anxiety.

6. The sailors were brave men, but they did not dare venture into the water. Perhaps they thought it would be useless. But Martin's son, whose name was Volney, a lad twelve years old, heard with agony the cries of his dear father.

7. Seizing a cutlass, he threw himself boldly into the sea. Diving like a fish, he slipped under the shark, and drove the cutlass into its body up to the hilt. Then the wounded animal left the track of the father, and turned upon the boy, who stabbed it again and again.

8. The poor lad had little chance of escape. Ropes were quickly thrown to father and son, and each clutched one. Soon they were hauled several feet above the surface of the water. Already cries of joy were heard: "Here they are! They are saved!"

9. Alas, they were not *all* saved! Martin and the girl were lifted safely to the deck; but, enraged at seeing his prey about to escape, the shark made a spring out of the water, seized the lad, and crushed him in his monstrous jaws.

10. I am sure that in the record of daring deeds you have read nothing more touching than this heroic sacrifice of a noble young life.

HEADS FOR COMPOSITION.

I. PERSON AND SCENE: the little girl — the ship — where bound — the accident.

II. THE RESCUER: his name — what he did first — what next.

III. THE SHARK: what it did — the terrible danger — feeling of the sailors.

IV. VOLNEY: who he was — what he did — combat with the shark.

V. SAVED AND LOST: rescue of Martin and the little girl — fate of Volney.

LESSON XLV.

Three Chinese Stories.

pre-tĕnd′	tĕm′pest	nẽrv′oŭs
dū′ti-fụl	sûr-prīṣed′	dis-o-bē′di-ent
thou′ṣand	stŭm′ble	bam-bo͞o′

PREPARATORY DICTATION.

1. Jane minded her parents — she was *dutiful*, but George was *disobedient*. — 2. Lucy was fretful — she was *nervous*. — 3. It was a hard storm, almost a *tempest*. — 4. Let us make believe we are ninety-nine, — let us *pretend* so.

I.

1. About three thousand years ago there was a man named Lou-la. When he was seventy years of age he used to put on bright, many-colored clothes, and then he would play about like a child.

2. Sometimes he would carry water into the hall, and pretend to stumble, and fall flat on the ground; and then he would cry, and run up to his parents' side, to please the old people. Lou-la did these things to make his parents forget, for a time at least, their own great age.

II.

1. There was once a man named Han. When he was a boy he was often disobedient, and his mother used to punish him with a bamboo rod.

2. One day he cried after the beating; and his mother was greatly surprised, and said, "I have beaten you many a time, and you have never cried before: why do you cry to-day?"

3. "O mother!" he replied, "you used to *hurt* me when you flogged me; but now, dear mother, I weep because you are not strong enough to hurt me."

III.

1. A man named Lee was very dutiful to his mother. She was a very nervous woman, and was always greatly frightened in a thunder-storm.

2. When she died Lee buried his dear mother in a wood; and whenever the wind arose, and a tempest came, he ran to the grave, knelt down, and with tears cried out, "Lee is near you — don't be afraid, mother!"

Copy the last story.

LESSON XLVI.

A Little Girl's Letter.

dŏve fĕath'er wĕath'er

1. Dear Grandma, I will try to write
A very little letter:
If I don't spell the words all right,
Why, next time I'll do better.

2. My little rabbit is alive,
And likes his milk and clover;
He likes to see me very much,
But is afraid of Rover.

3. I've got a dove as white as snow,
I call her "Polly Feather;"
She flies and hops about the yard
In every kind of weather.

4. The hens are picking off the grass,
And clucking very loudly;
While our old peacock struts about
And shows his colors proudly.

5. I guess I'll close my letter now:
I've nothing more to tell.
Please answer soon, and come to see
Your loving little

NELL.

LANGUAGE LESSON.

Copy the "Little Girl's Letter" as prose.

LESSON XLVII.

About Plants.

THE FLOWER.—Part I.

ō′dor̤	en-dēar′	ŏb′long
vȧst	pĕt′al̤	pĭs′til̤
*k*nŏb	stā′men	a̤l-thō*ugh*′

PREPARATORY DICTATION.

1. Most flowers smell sweet, *although* some have no *odor*. — 2. Those little *knobs* in a flower that form part of the *stamens* are longer than they are broad, — they are *oblong*. — 3. The flowers, like the stars, are countless — a *vast* multitude.

1. Why do we all like flowers so much? It is because of their pretty shapes and lovely

colors; while the sweet odors that many of them give out endear them to us still more.

2. What is the shape of flowers? Flowers have a great many shapes. There are as many shapes of flowers as there are shapes of leaves. But then you can almost always tell a flower from a leaf by its form alone, even if you do not know its color.

LEAF OF CHESTNUT OAK.

3. Here is a picture of a leaf and of a flower. Now you know very well which is the leaf and which is the flower, although you see no color. How is this? You see that the leaf is *one* little blade only, but that the flower has several little blades standing round in a ring.

LILY FLOWER.

4. A vast number of plants have flowers like the lily. Some have only three blades in a ring, some have four, some five, some six, some seven, eight, nine, ten, or many more.

5. These little blades are called *petals*. Flowers with five petals are very plentiful. In the next picture you see the petals standing round in

a ring, and making a kind of round form. And do you know that there is something *round* about almost every flower? If the little blades do not stand exactly in a ring, they are almost sure to be fastened to a little round bag or to a tube somewhat like a quill.

6. Then, again, there may be no little blades standing apart from one another, but all may be joined together, making the flower hollow like a cup. You have only to think of the bell-flower, which is a deep kind of cup (or much the shape of a bell) with notches in the rim. To be sure, there are leaves that are quite round too; but then they are not hollow or cup-shaped, like a flower. They are flat.

LADY'S-SLIPPER.

7. In some flowers there are little thread-like things, often of a yellow color, standing round in a ring. In many plants they stand right up from the bottom of the flower. On the end of each is a little knob, about as big as a pin-head

or larger; but it is not so round. The little knobs are mostly narrow and long — or, as we say, oblong. This thread with the little knob is called a *stamen*.

8. If you look into some other flowers, you will not see these stamens; but instead, you will see, standing up right in the center, other little thread-like things. There may be only one, or there may be two, three, four, five, or many more, in one flower. They look somewhat like the stamens; but the knobs, if there are any, are generally rounder, much like a small bead in shape.

9. These little threads with the round knobs are called *pistils*. Some pistils have two, three, four, or five knobs.

LANGUAGE LESSON.

Change these questions to statements: —

Are the little blades standing round in a ring called *petals?*

Are the little yellow thread-like things with the oblong knobs called *stamens?*

Are the other little thread-like things with round knobs called *pistils?*

LESSON XLVIII.

About Plants.

THE FLOWER. — Part II.

glăd′dĕn-ing	pŭmp′kin	pēr′fūme
pŏl′len	pĭp′pin	ạu′tum*n*

PREPARATORY DICTATION.

1. In the fall of the year most flowers are dead, and we miss their sweet *perfume*. — 2. But we are delighted and *gladdened* by the bright colors of the *autumn* leaves.

---

1. It is in the bottom of the pistil that the young seed grows. While yet the lovely flower delights the eye with its charms of form and color, the young seed, so small that it can not be seen, is beginning to grow inside the flower at the bottom of the pistil.

2. After the petals of the flower drop off or wilt, the seed goes on growing until it becomes ripe, while the bottom of the flower, usually green and hard, grows around the seed, and makes the fruit.

3. So we have the large yellow bell-shaped flower of the pumpkin vine. There it is at

first, with its pistil of three knobs, gladdening the daylight with its beautiful color, while ants, bees, wasps, and butterflies go in to suck the sweets; and all the time the young fruit is growing at the bottom. By and by the flower withers and drops off; and where the flower was, the big pumpkin now grows and ripens.

4. But there are other flowers on the pumpkin-vine. They are large, yellow, bell-shaped, and beautiful too; but when *they* drop off, no fruit comes after them and takes their places.

5. Then what are they for? Ah! there is a question! Look into those flowers, and you will see stamens, but no pistils. Such flowers can not bear fruit. No seed grows in a stamen.

6. "What are the stamens for?" you will ask. There is a very curious thing about stamens and pistils. In those very knobs of the stamens there grows a fine dust. That dust, when it is ripe, works out of the knobs; and when wasps, butterflies, or other little creatures go into the flower, they rub against the knobs, and the dust sticks to them.

7. Presently they go into another pumpkin-flower, perhaps one that has a pistil. Of course they are very likely to rub against that too.

Then the fine dust — called *pollen* — brought from the stamen in the other flower, rubs off on one of those knobs of the pistil.

8. Then it is, and not till then, that the unseen seed begins to grow in the bottom of the pistil. The pollen had to come from the stamen, or no seed would have grown in the pistil. So, you see, stamens have work to do. On their knobs grows the pollen; and that pollen must in some way get to the pistils, or no fruit will come.

9. Very many plants have both pistils and stamens in the self-same flower. In such flowers the pistil is in the middle, and the stamens usually grow around it in a circle.

10. Did you ever see an apple-blossom? That has the pistil with the stamens standing round it. The pollen from the stamens gets on the pistil, and only then does the little apple begin to grow.

11. After sweetening the air with their perfume for a few days, the little rosy blades or petals of the blossom drop off; the young apple, not so big as a bead, grows larger and larger; and by the time autumn comes round, there on the tree hangs a fine pippin. Remember, stamens and pistils made that apple grow.

LANGUAGE LESSON.

Change from questions to statements: —

Is it in the bottom of the pistil that the young seed grows?

Does the seed go on growing until it becomes ripe? and does the bottom of the flower grow around the seed, and make the fruit?

Does any seed grow in flowers that have stamens but no pistils?

Must pollen come from the stamen before seed will grow in the pistil?

Do little insects carry the pollen from the stamen of one flower to the pistil of another?

Have many plants both pistils and stamens in the same flower? (*Give an example.*)

Copy these verses: —

Down falls the pleasant rain,
To water thirsty flowers;
Then shines the sun again,
To cheer this earth of ours.

If it were always rain,
The flowers would be drowned;
If it were always sun,
No flowers would be found.

LESSON XLIX.

The Story of Joseph. — Part I.

blāme'less	päl'm	jĕal'oŭs
pēaçe'a-bly	myrrh (mĕr)	ĕn'vi-oŭs
reign	rĕnt	Hē'bron
re-sŭlt'	fīle	eăr'a-văn
bälm	o-bēi'sançe	pro-pōsed'

PREPARATORY DICTATION.

1. The Queen of England is the chief ruler of the English people, — she *reigns* over them. — 2. His coat was in tatters, — all torn and *rent*. — 3. The children marched down the schoolroom one by one, the girls in one *file*, the boys in another. — 4. You should be glad of the good fortune of others, not *jealous* or *envious* of it. — 5. When we wish to show great respect we bow low, — we make *obeisance*.

1. The story of Joseph is one of the most touching and tender in the Bible. Indeed, in all that has ever been written of men who did noble deeds, there is nothing finer than what we are told of this beautiful soul, this blameless Jewish lad and man.

2. Joseph was the dear son of Jacob and

Rachel. Jacob had twelve sons, but he loved Joseph best of all; and we are told that to show his pride in the lad the father gave him a "coat of many colors;" that is, an outside dress, the parts of which were made of several different colored cloths.

3. When his older brothers saw that Joseph was their father's favorite, they hated him, and "could not speak peaceably to him."

4. This feeling grew from day to day, and was made the more bitter by a dream which Joseph had at this time, and which he told to his brothers.

5. "Behold," he said, "we were binding sheaves in the field, and lo! my sheaf arose and stood upright; and behold your sheaves stood round about, and made obeisance to my sheaf."

6. Joseph told his brothers this dream without thinking how they might feel about it. But these jealous men saw in it a dream with a meaning. "Shalt thou indeed reign over us?" they asked. And they hated him the more for his dream.

7. We shall soon learn how exactly Joseph's dream came true. And, strange to say, it came true as the result of a plot which these wicked

and envious brothers laid to take the life of the dreamer.

8. Soon after this Joseph's brothers went to seek new pasturage for their flocks some miles away from their home, in the vale of Hebron. One day Jacob sent Joseph to see how his brothers were getting along, and bring him word.

9. When Joseph's brothers saw him coming, they made up their minds to kill him. "Behold, this dreamer cometh," they said to one another: "let us slay him and cast him into a pit, and say some evil beast killed him."

10. When this plan was agreed upon it would seem that one of the brothers — Reuben, the eldest — was absent. When he returned he would not hear of their killing Joseph. *He* advised that they should throw him into a pit; but his real wish was to save Joseph's life, and take him back secretly to his father.

11. In the mean while Joseph came up to where his brothers were. They at once seized him, stripped him of his "coat of many colors," and cast him into a deep empty pit. Then the heartless brothers sat down to eat their meal.

12. Now, while they were eating, a caravan was seen passing. It was a band of Arabian

merchants with their camels laden with spices, balm, and myrrh, and they were on their way southward into Egypt.

13. It was now that a new and less cruel way

of getting rid of Joseph was proposed by one of the brothers, named Judah. "What profit is it," asked he, "if we should kill our brother? Let us sell him to these merchants."

14. This plan satisfied them all: so they drew Joseph out of the pit, and sold him to the merchants, for twenty pieces of silver. Then they killed a kid, and in its blood they dipped Joseph's coat. They then took it to their father, and said, "This have we found."

15. Well did the poor father know the coat of his darling boy. "It is my son's coat," cried he; "an evil beast hath devoured him: Joseph is without doubt rent in pieces."

16. Jacob mourned for his dear son many days. He would not be comforted. "I will go down into the grave," he sobbed; "I will go down into the grave unto my son, mourning."

17. And that son? We have seen him sold to the Arabian merchants: so we must now picture him as one of the servants in the caravan.

18. We see the camels in long file stalking over the desert, — stalking, day by day, under the hot cloudless sky, till at last the palm-trees that border the river Nile come into sight. Joseph is in the land of Egypt.

HEADS FOR COMPOSITION.

I. Subject of the story: parents of Joseph — his brothers — Jacob's love for Joseph — how shown.

II. The jealous brothers: cause of the jealousy — how increased — what the brothers said.

III. The plot: vale of Hebron — Joseph's errand — what the brothers did.

IV. Sold as a slave: the caravan — Judah's proposal — the sale — journey to Egypt.

V. Plot to deceive Jacob: the bloody garment — what the sons told their father — Jacob's grief.

LESSON L.

Story of Joseph. — Part II.

Phā′*raōh*	Greeks	in-tēr′pret
pўr′a-mid	ärt	vĕst′ūres
ăr-rā*yed*′	wĭs′dȯm	făm′ĭne

PREPARATORY DICTATION.

1. Thousands of years ago the people of Greece, called *Greeks*, were famous for the *wisdom* of their great men, and for the beauty of their statues and

other works of *art.* — 2. Your words have some hidden meaning: explain it, — *interpret* it to me. — 3. There was no food in the land — thousands of people died of hunger in the great *famine.* — 4. Eastern princes used to be dressed, or *arrayed,* in garments or *vestures* of fine linen.

1. Egypt at the time of which we are reading — four thousand years ago — was the greatest and richest country in the world. The Egyptians were a very bright people. They had gone far in learning and art and written wisdom at a time when the Greeks were mere savages.

2. Travelers who now visit that land tell us of the grand and lofty pyramids, — the most wonderful buildings ever built by man. Those very pyramids met the eye of Joseph as the caravan wound its way into the rich valley of the Nile!

3. Arrived in Egypt, the Arabian merchants sold the handsome Jewish youth as a slave. He was bought by the captain of the royal guard of Pharaoh, king of Egypt.

4. By his master Potiphar, the captain of the king's guard, Joseph was very much liked, and he was soon made overseer of Potiphar's property. But after a time he was falsely accused

of wrong-doing, and was thrown into prison. And there he lay for two years.

5. About the end of the two years it happened that the king of Egypt had a strange dream. Pharaoh dreamed that while he stood on the banks of the Nile there came up out of the river seven fat kine, or cattle, and they fed in a meadow.

6. And there came up after them seven poor, lean cattle; and the seven lean kine ate up the seven fat kine. And when the seven lean had eaten up the fat kine, it could not be known that they had eaten them; for they were still as lean as at the beginning.

7. And Pharaoh dreamed that he saw seven ears of corn upon one stalk, full and good, and after them seven ears withered and thin; and the thin ears devoured the seven good ears.

8. In those days, when dreams were thought to be warnings, people were very anxious to find out their meaning. Of course the king thought a great deal about his strange dream: so sending for all the magicians of Egypt, he told them his dream, and commanded them to interpret it. But none of them could explain its meaning.

9. At last one of Pharaoh's officers, the chief

butler, remembered that when he had been in prison the year before, Joseph gave him a very true explanation of a dream he himself had dreamed. So the butler spoke to the king about Joseph, and Pharaoh sent to the prison for him.

10. The king having told his dream, Joseph explained it in this way. The seven fat cattle and the seven full ears of corn meant that there should be seven years of plenty. And the seven lean cattle and the seven thin ears meant seven years of famine.

11. The seven years of plenty were to be followed by the seven years of famine, when they would eat up all that had grown in the years of plenty.

12. Joseph advised the king to store up food during the seven years of plenty for use during the seven years of famine. He also advised him to find some able man to attend to this business.

13. This wise advice Pharaoh was wise enough to take, and he showed no less wisdom in appointing Joseph to fill the office. "Can we," said the king, "find such an one as this man is?" So the king put the whole business into Joseph's hands.

14. "And Pharaoh took off his ring from his

hand, and put it upon Joseph's hand, and arrayed him in vestures of fine linen, and put a gold chain about his neck; and he made him to ride in the second chariot which he had; and they cried before him, '*Bow the knee;*' and he made him ruler over all the land of Egypt."

15. The years of plenty came. "And Joseph gathered grain as the sand of the sea." Then the seven years of famine began, and the people cried out to Pharaoh for bread. The king told them to go to Joseph. So Joseph opened all the storehouses, and sold grain to the Egyptians.

HEADS FOR COMPOSITION.

I. Joseph's arrival in Egypt: to whom sold — his promotion — why put in prison.

II. Pharaoh's dream: the fat cattle and the lean cattle — the good and the thin ears of corn — Pharaoh's command to the magicians — their failure.

III. Joseph before Pharaoh: the butler's report — the sending for Joseph — the king tells his dream — Joseph's explanation.

IV. Joseph's advice: to store up corn — to appoint a superintendent.

V. Pharaoh's conduct: appoints Joseph — heaps honors on him — years of plenty — years of famine.

LESSON LI.

Story of Joseph. — Part III.

€ā′năan	fōre-tōld′	€on-trōl′
Sĭm′e-on	grā′çioŭs	stōre
hās′ten	wĕl′fâre	sup-plȳ′

PREPARATORY DICTATION.

1. The astronomer predicted the eclipse — he foresaw and *foretold* it. — 2. A kind and *gracious* king shows mercy and favor to all. — 3. He strove to restrain his tears, but could not *control* his feelings. — 4. The little busy bee gathers a *store* of honey in the warm June days, a *supply* for the time when flowers are dead.

1. We now come to the most interesting part of our story. The famine which Joseph had foretold spread beyond Egypt: there was the same dearth in all the countries around, and especially in Joseph's old home, in the land of Canaan, where his father Jacob and his brothers still lived.

2. When they were in great want, Jacob heard that grain could be bought in Egypt: so he told his sons to go down into that country and buy

a supply. Ten of Jacob's sons set out for Egypt; but his youngest, Benjamin, he kept at home.

3. You remember that Joseph was now the governor of Egypt; and it was to him that all who wished to buy grain had to go. So the ten were brought into the presence of Joseph, before whom they bowed themselves to the earth.

4. Joseph knew his brothers at once, but they did not know him. And how could they know him? They had last seen him a weeping slave: they found him, if not on the throne, yet the right arm of him who sat on the throne of Egypt.

5. Joseph, as we shall see, had an object in view which led him not to make himself known to them. He wished to see his youngest brother, — the dear Benjamin, the son of his own mother Rachel.

6. So Joseph spoke roughly to them; pretended that he thought them spies, kept them in prison for three days, and then let them go home only on the promise that they would return, bringing Benjamin with them. To make sure of this, he caused one of his ten brothers, Simeon, to be bound, and said he would keep him till they came back.

7. All this time it was hard for Joseph to keep back his feelings. He heard his brothers speaking of their father and of Benjamin, and of himself, — how cruel they had been to him in selling him into slavery, and how this punishment had come to them on that account.

8. They did not think that the governor understood what they were saying, for he spoke to them through an interpreter. But of course Joseph understood it all; and it is said that "he turned himself about, from them, and wept."

9. Joseph now ordered that the sacks which the brothers had brought should be filled with grain; and having laden their animals they set out on their homeward journey.

10. A hard task was now before the brothers: they had to tell their father that the governor of Egypt had ordered them to come back, bringing Benjamin with them, and that Simeon was to be kept in prison till they returned.

11. This came near breaking the old father's heart. Joseph dead! Simeon a prisoner in Egypt! And now Benjamin was to be taken away! He felt that he could not let him go.

12. But the famine still lasted: soon the store of food which the brothers had brought from

Egypt was gone. They must either starve or go back for more. So Jacob had to let them go, and take with them "the child of his old age, the little one."

13. Again they stood before Joseph, and bowed themselves to the earth. He questioned them about their welfare, and asked, "Is your father well, the old man of whom you spoke? Is he alive yet?" They answered that he was alive, and again made obeisance.

14. Joseph then lifted up his eyes and saw Benjamin, his mother's son, and said, "And this is your younger brother of whom you spoke to me? God be gracious to thee, my son."

15. It was still harder now for Joseph to keep back his feelings than it had been before. He had to hasten away into his own chamber and weep there.

16. When at last he had control of himself he returned to his brothers; and, having in the mean time ordered a feast to be prepared, he caused them to sit down and eat. He served his brothers with food. "And Benjamin's portion was five times as great as any of theirs."

17. At dawn the next morning the ten brothers set out, their beasts of burden laden with sacks

of food; but they had not gone far before they were overtaken by Joseph's steward.

HEADS FOR COMPOSITION.

I. FAMINE IN CANAAN: what Jacob heard — what he told his sons — ten start — Benjamin kept at home.

II. THE BROTHERS BEFORE JOSEPH: his recognition of them — their ignorance of him — why he did not make himself known.

III. JOSEPH'S CONDUCT: imprisonment of the brothers — on what promise they were set free.

IV. RETURN OF THE BROTHERS: their hard task — Jacob's feelings — why he gave up Benjamin.

V. THE BROTHERS AGAIN IN EGYPT: questions of Joseph — feelings on seeing Benjamin — the brothers set out, but are overtaken.

LESSON LII.

Story of Joseph. — Part IV.

sē′eth	chärġed	bŏnd′men
at-tĕnd′ants	pre-ṣērve′	shĕp′herd
em-bälmed′	fĕr′tĭle	ḡuīde

PREPARATORY DICTATION.

1. All Pharaoh's servants were slaves — his *attendants* were all *bondmen*. — 2. The ancient Egyptians dried and

embalmed the bodies of their dead to *preserve* them from decay. — 3. The accused man, innocent though he was, was greatly distressed at so grievous a *charge*. — 4. When the overflow of the Nile is great, the muddy waters spread rich soil over the land far and wide. This long green stripe across the desert is very *fertile*.

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1. When Joseph's steward overtook the brothers he charged them with stealing his master's silver cup.

2. The brothers declared that this could not be; and to prove they had not stolen the cup, they proposed that if it was found in the sack of any one of them, *that one* should die, and all the rest would give themselves to be bondmen.

3. Then each man took down his sack and opened it. The steward commenced the search, beginning with the sack of the eldest brother, and so down to that of the youngest. When last of all he came to search Benjamin's sack, *there* he found the silver cup.

4. Now, you must know that Joseph had himself told the steward to put the silver cup in Benjamin's sack before the brothers left. He also ordered him to overtake the men, and, by charging them with theft, bring them back to him. And why? Because he wished very much

to have an excuse for keeping Benjamin with him.

5. When the brothers were brought before Joseph he pretended to be very angry. Judah, one of the brothers, then spoke up and said that they were innocent, but they did not know how they could prove it; and, as the cup had been found in the sack of one of them, they would all become his servants.

6. "No," said Joseph, "the man in whose sack the cup was found shall be my servant. As for the rest of you, go back in peace to your father."

7. Then Judah began to tell in beautiful, tender words how their father loved Benjamin; how hard it had been for him to part with his darling son; and how they could not go back without him: —

8. "Now therefore, when I come to my father, and the lad be not with us, seeing that his life is bound up in the lad's life, it shall come to pass, when he seeth that the lad is not with us, that he will die; and thy servants shall bring down the gray hairs of our father with sorrow to the grave. Now therefore, I pray thee, let thy servant abide, instead of the lad, a bondman to my lord; and let the lad go up with his brethren."

9. Joseph could no longer restrain himself, and he cried out to the attendants that stood around to leave his presence. He was alone with his brothers.

10. Then Joseph wept aloud, so that all the officers of the royal household heard him. And he said, "I am Joseph. Does my father yet live?" But his brothers were struck with terror in the presence of him who was "even as Pharaoh," and they could not answer him.

11. Then he said, "Come near to me: I am Joseph your brother, whom you sold into Egypt. But do not be grieved or angry with yourselves that you sold me, for God sent me before you to preserve life. And behold your eyes see, and the eyes of my brother Benjamin, that it is my mouth that speaketh to you."

12. And he fell upon his brother Benjamin's neck and wept, and Benjamin wept on his neck. And Joseph kissed all his brethren and wept upon them. Then the brothers—twelve now—talked together for a long time.

13. Joseph had now only one thought,—to get word at once to his father. So he told his brothers to hasten home, tell his father about him, and bring Jacob and the whole family down into Egypt. So Joseph gave them wagons and changes of clothing, and great plenty of provisions, and many loads of the good things of Egypt.

14. They are now back home in the land of Canaan. And what tidings they have for their father! "Joseph is yet alive," they told him; "Joseph is yet alive, and he is governor over all the land of Egypt!"

15. Jacob could not believe what they said: it was too good to be true. But when he saw the wagons which Joseph had sent to bring him back, he took heart again.

"It is enough," said the old man; "Joseph my son is yet alive. I will go and see him before I die."

16. At length Jacob and his family were ready, and started on their journey for Egypt. On learning from a messenger that they were near at hand, Joseph made ready his chariot and went out to meet his father. When they met, Joseph, we are told, "fell on his father's neck and wept a good while."

17. And Jacob said, "Now let me die since I have seen thy face, because thou art yet alive."

18. Joseph settled his brothers and their families in a fertile part of Egypt called Goshen, where they lived as shepherds. Jacob's life was spared for seventeen years longer, to the great joy of his son.

19. As for Joseph, he held his high office during all his long life. He was the true king; for he was the king's wise guide, and made the people happy. He lived to be over a hundred years old; and when he died all Egypt mourned, and they embalmed him after the manner of the Egyptians.

HEADS FOR COMPOSITION.

I. THE CHARGE OF THEFT: the silver cup — denial of the brothers — the search — the cup found.

II. THE SECRET OF THE CUP: Joseph's instructions to the steward — his reason.

III. THE BROTHERS BEFORE JOSEPH: his pretended anger — what Judah said — Joseph's refusal — Benjamin to be held.

IV. JUDAH'S BEAUTIFUL PLEA: he offers to remain himself, if Benjamin is given up.

V. JOSEPH MAKES HIMSELF KNOWN: "I am Joseph!" — terror of the brothers — he assures them — an affecting scene.

VI. RETURN HOME OF THE BROTHERS: their tidings — feelings of Jacob.

VII. REMOVAL TO EGYPT: meeting of Joseph and his father — the family settle in Goshen — death of Jacob — death of Joseph.

LESSON LIII.

About Plants.

THE FRUIT.

dou*b*t	tū′ber	re-mĕm′ber
kē*y*s	mā′p*l*e	ŭn′der–ground
ā′eorn	pûrs′lane	rīp′*e*n-ing

PREPARATORY DICTATION.

1. I am sure of it,—I have no *doubt* of it.—2. Some things I forget, others I *remember*.—3. Do not eat the hard, green fruit; wait till the warm sun *ripens* it.

---

1. If you cut open an apple, what will you find inside? The seeds. These seeds began to grow in the bottom of the pistils of the flower. The pink petals, and the little threads of stamens, dropped off; and after that, the young seeds went on growing, and around them grew the green and hard part of the flower.

2. While the young seeds and the lower part of the flower were growing, the big round apple and the seeds inside of it were ripening. Now, of what use was all that part of the apple

around the seed? You will say, "O, it grew there for us to eat."

3. Yes, so it did; but that is not all. All the time the apple was getting ripe it was a kind of house for the seeds. It kept them safe from the weather, and no doubt kept off many a bug and fly. So at last the tender little seeds were ripe, and had a good tough skin of their own.

4. This house for the seeds we call the fruit. No matter whether you can eat that fruit or not, it is still the fruit of the plant. Thousands of plants bear fruits that nobody ever eats.

5. We must not make a mistake, and call those things fruits which are not fruits. Common potatoes are not fruits: they are large swellings, called tubers, which grow on the under-ground stems of the potato-plant. When you cut open a potato, you find no seeds. But the potato-plant *has* seeds. It has flowers, fruit, and seed, all above ground.

6. But the potato-plant is usually dug up before the fruit and seed can ripen. It is only those large round lumps which we call potatoes that the gardener cares about; and they are the only things about the potato-plant that we eat.

7. It is different with tomato-plants. They

have no tubers on their roots, but they bear those beautiful fruits which we call tomatoes. When you break open a tomato, what do you see? A host of seeds. That shows you it is a fruit.

8. Now, a potato-plant and a tomato-plant look very much alike. They are like sisters in the same family. But of the tomato-plant we eat the fruit; and of the potato-plant we eat, not the fruit, but a swelling or tuber that grows under ground.

9. The sweet potato is not a fruit. It is a large tuber or swelling on the root of the sweet-potato plant; and this plant has flowers and fruit much like those of its sister, the morning-glory plant. This sister, the morning-glory plant, has no tubers or swellings on its roots; but it has lovely flowers.

10. Remember, then, it is not always the fruit of a plant which we eat; but the fruit of a plant is that which holds the seed. A bean-pod is the fruit of a bean-plant; and when the pod gets ripe and dry it splits open, and there, inside, are the ripe seeds, the beans, ready to drop out. Just so it is with peas. The peas are the seeds of the pea-plant, and the pea-pod is the fruit.

11. Fruits have many shapes; but almost every

fruit has something round about it. You can think of apples, cherries, and plums; peaches, oranges, and lemons; grapes, melons, and currants. All the nuts and all the berries, too, have something round about them.

12. But then there are many fruits not so round as these. Maple trees have fruits shaped like this. They are called keys. The two seeds are close together and near the stalk; and out from each thick round part where the seed is there goes a thin blade or wing. After the fruit is ripe it comes off the tree, and away goes the key sailing through the air.

13. An acorn is a fruit with a cup. Some plants have fruit like a little box. The lid opens when it is ripe, and the seeds drop out. The common purslane, a salad-plant which grows in almost every garden, has such a fruit. In this picture you see the seeds piled up inside, and the lid about to fall off. To leaves and flowers there are many shapes; and fruits have many shapes also.

LESSON LIV.

Bright Examples.

HOW CHARLEY WRIGHT SAVED THREE LIVES.

Hu-māne′	*h*ŏn′or (-ur)	ī-dē′à
hū′man	de-spâir′	strŭet′ūre
*w*rĕtch′ed	dĕs′per-ate	ĭn′mātes
*w*rĕnch	eoŭr′aġe (-ej)	tĕl′e-grăph

PREPARATORY DICTATION.

1. Webster was a kind-hearted, *humane* man.—2. All men are *human* beings, but not all are humane.—3. He grew more and more unhappy, till at last he became *wretched.*—4. He lost hope,—*despair* seized him,—he acted like one *desperate.*—5. It was a beautiful building,—a splendid *structure.*

1. About ten o'clock in the morning of the last day of January, 1882, a fire broke out in a building at the corner of Park Row and Beekman Street, in the city of New York.

2. At the time of the fire the ground-floor of this building was taken up by stores, and the upper stories were divided into many offices.

3. In this great structure there was but one stairway, and that one was built of wood. In-

deed, a great part of this old building was wooden, and so very dry that when, on this cold and stormy Tuesday of January, fire suddenly seized it, numbers of the inmates were cut off from escape, and perished in the flames.

4. Yes, many lives were lost on that terrible day; but three lives were *saved*, — saved by the quick wit and prompt courage of a mere lad; and it is of this lad, and what he did, that I wish to tell you.

5. When, in spite of all that the firemen could do, the building was wrapped in flames and smoke, till it seemed as if no human being could still remain in it, high up at a corner window on the upper story three unfortunate men were seen stretching forth their hands.

6. To leap down on the cruel pavement far below would be instant death. Go back they could not. Already the smoke and heat and fire were close upon them. Despair was in their faces. What could be done?

7. The firemen quickly brought ladders, but these were too short. The very longest of them would not reach half the distance. At last it seemed as if nothing could be done, — as if these wretched men must surely perish.

8. But in the great crowd that stood gazing in dread and pity on the sight was a colored boy named Charley Wright, a bootblack. To this lad came a *bright idea:* he acted on it; he saved these three men from a dreadful death.

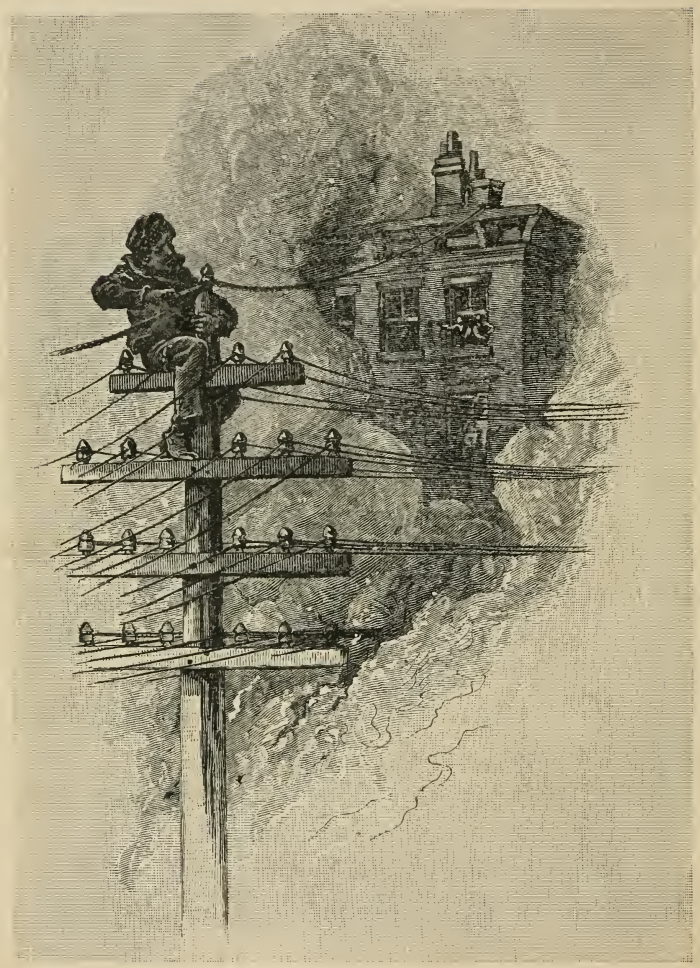
9. Looking up, as all the rest were looking, Charley Wright saw something that set him thinking. He saw that, fastened to the roof of the building, just above the window where these men were, was a rope of wires. He saw that this rope ran across the street to the top of a telegraph-pole on the other side.

10. And he knew that if this rope could be cut at the top of the pole, it would fall right across the window, so that the three men could reach it. This was the bright idea that came into Charley's mind.

11. No time was to be lost. In an instant he seized a fireman's wrench that lay on the stones near by, rushed across the street, and began to climb the tall, smooth telegraph-pole.

12. To do this was no easy task in the wind and the snow, but by hard, fast, desperate climbing Charley soon reached the cross-bars. And hard and fast he worked when he got there.

13. In a moment he had twisted the wire-rope



off. Down it fell, right across the window! A great shout of joy went up from the crowd, as,

one after another, the three men came down this strange fire-escape safe to the ground.

14. For the moment the brave boy who had rescued them was forgotten. But only for the moment. It was not long before every one had heard of Charley Wright, and his quick wit and prompt act in the hour of need.

15. To this brave lad the American Humane Society voted a medal. Even across the sea people heard of him and praised him. From far-distant England came a gold medal, sent by the London Humane Society, on which were stamped the words: "Presented to Charles Wright, for saving three lives, Jan. 31, 1882."

All honor to brave Charley Wright!

HEADS FOR COMPOSITION.

I. Place and time of the fire: New York City — January, 1882 — description of the building.

II. The fire: why lives were lost — how many were saved by the boy?

III. A dreadful scene: the men at the window — no escape — conduct of the firemen.

IV. Charley's bright idea: what he saw — wire — telegraph-pole — the climb — the escape.

V. The reward: the American Humane Society — the medal from London.

LESSON LV.

A Wish.

grănt	spâre	frī*ght'en*ed
mŏss'y	prâ*yer*	ẽ*ar'*nest

PREPARATORY DICTATION.

1. Give me what I ask — *grant* my wish. — 2. Eager to hear news of his father and of Benjamin, Joseph asked many *earnest* questions.

1. "Be my fairy, mother;
Grant me a wish to-day, —
Something as well in the sunshine
As when the rain drops play."

2. "And if I were a fairy,
With but one wish to spare,
What should I give thee, darling,
To quiet thine earnest prayer?"

3. "I'd like a little brook, mother,
All for my very own,
To laugh all day among the trees,
And shine on the mossy stone;

4. To run right under the window,
And sing me fast asleep;
With soft steps, and a tender sound,
Over the grass to creep.

5. Make it run down the hill, mother,
With leap like a tinkling bell,
So fast I can never catch the leaf
That into its fountain fell.

6. Make it as wild as a frightened bird,
As crazy as a bee,
With a noise like baby's funny laugh,—
That's the brook for me!"

LANGUAGE LESSON.

Copy, and supply words to make commands: —

Mother, ... me a wish to-day.
Mother, ... it run down the hill.

Copy, and then change into statements: —

Would I like a little brook?
Is that the brook for me?

Tell which are name-words and which quality-words: fairy; darling; earnest; little; mossy; stone; brook.

LESSON LVI.

Gentle Manners.

ōpe (open)	need′less-ly	re-fīned′
worst (wûrst)	thôught′less-ly	vŭl′gar
ā′ged	in-quĭṣ′i-tĭve	com-mĭt′
çĭv′il	at-tĕnt′ĭve	faults
vīrt′ūe	chăr′i-ty	re-quĕsts′

PREPARATORY DICTATION.

1. Paul Pry was an *inquisitive* fellow. — 2. Listen, children; be *attentive.* — 3. He granted the poor man's *request.* It was an act of *charity.* — 4. Do not be guilty of such an act — do not *commit* such a sin.

1. What do we think of when we hear the word *gentleman?* We think of a man of gentle manners, a well-bred, refined man. And we know that a lady is a gentle, refined woman.

2. A good way to learn gentle manners is to watch what well-bred people say and do; but a better way, yes, the very best way, is this: to try to be kind and unselfish. If your heart is right, it is sure to tell you what to say and do at all times.

3. I know that your heart will tell you to think of the pleasure of other people as well as your own. It will tell you never needlessly to hurt the feelings of any one. Your heart will remind you of the Golden Rule, "Whatsoever ye would that men should do to you, do ye even so to them."

4. *Quiet* manners are everywhere a mark of good-breeding — at home, in the street, at school. It is ill-bred to walk heavily, to slam doors, to speak too loud, or too fast, or too much.

5. Do not talk about *dress* — either your own or that of others. Perhaps you may see some boy or girl poorly dressed. What of it? Cotton may be as clean as silk. Are your own clothes neat and tidy? That is the thing for you to think of. Do not talk about dress.

6. When any one is writing or reading, do not stand behind him or look over his shoulder. Even if you do it thoughtlessly, you will seem rude and inquisitive. Nothing is more vulgar than to pry into the affairs of others.

7. Never speak when another is speaking. To do so is to commit one of the commonest and very worst faults of manner. If you have this bad habit, strive earnestly to shake it off.

8. Never soil your tongue with slang or with any evil words. If you hear them, try to forget them. If you can not forget them, at least never let them cross your lips.

9. Boys, I am sure that each of you loves his mother and sisters, and I do not need to tell you to be kind for their sakes to all women.

10. And let all of you, boys and girls alike, be very kind to the weak and helpless, to aged people, and to little children. You are not men and women yet: you may not yet be able to do great deeds of charity as you would like to do. But I will tell you what you *can* do. Every one of you can do *little* acts of kindness, and these make up the best part of life.

11. If you are forced to refuse a favor, do so in gentle tones, and give your reasons whenever you can. There is no nature so harsh and rough, no temper so hot and hasty, that gentle words will not soften it.

12. Try the virtue of such words. Meet an angry speech with a gentle one, and you will see that "a soft answer turneth away wrath."

13. Be civil and attentive to strangers; be kind to your playmates; and above all be polite to your parents and brothers and sisters.

14. The very best place in which to learn good manners is *home*, — and that is the best place to practice them too.

15. "Please" is a very little word, but it makes a good many requests sound pleasant that without it would sound harsh. So with "Thank you." All of you know when to say it.

LANGUAGE LESSON.

Copy, and commit to memory, this verse: —

> Hearts, like doors, can ope with ease
> To very, very little keys;
> And don't forget that two are these:
> "I thank you, sir," and "If you please."

Rule paper like the model, and write the word-analysis: —

WORD.	ANALYSIS.	MEANING.
doubtless thoughtless	doubt + less	without doubt.
doubtful mirthful	doubt + ful	full of doubt.
happiness kindness	happy + ness	quality of being happy.

LESSON LVII.

The Mill, the Rill, and the Bee.

dȯth (dȯe̱s) heärk′*e*n hȯn′*e*y

1. Tell me what the mill doth say,
"Clitter, clatter," night and day;
When we sleep and when we wake,
"Clitter, clatter," it doth make;
Never idle, never still,
What a worker is the mill!

2. Hearken what the rill doth say,
As it journeys every day;
Sweet as sky-lark on the wing,
"Ripple, dipple," it doth sing;
Never idle, never still,
What a worker is the rill!

3. Listen to the honey-bee,
As it dances merrily
To the little fairy's drum;
Humming, drumming, drumming, drum,
Never idle, never still,
Humming, drumming, hum it will.

4. Like the mill, the rill, the bee,
I would never idle be;
If I work then with a will,
It will be but playing still.
Ever merry, never weary,
It will be but playing still.

LANGUAGE LESSON.

Copy, and supply words to express commands: —

.... me what the mill doth say.
.... what the rill doth say.
.... to the honey-bee.

Copy an exclamation in the first verse.

Copy, and supply the right quality-words: —

The mill is never ....., never .....
The rill is ..... as a skylark on the wing.
The honey-bee dances to the ..... fairy's drum.
I would never be .....

In the second verse, what word means the same as *hear?* the same as *flows?*

In the third verse, what word means the same as *hear?*

In the fourth verse, what word means the same as *joyful? tired?*

LESSON LVIII.

About Plants.

THE SEED.

sprout	snŭg	fā′vor-a-ble
clōthe	sĭlk′en	wa̤′ter–mĕl-on

PREPARATORY DICTATION.

1. The little bird is safe in its *snug*, warm nest.— 2. After the rain came the sunshine, and plants grew, for the weather was *favorable.*— 3. Plant a potato, and from each of its eyes a little root will *sprout.*

1. A young seed is like a little child, and the plant on which it grows is its mother. The plant takes care of the little seed. It feeds it, and gives it a little house to grow in. That house is the fruit.

2. The young seed, and its house the fruit, can not feed themselves. That is done by the mother-plant, which by its roots takes food from the ground, and by its leaves takes other food from the air.

3. When the seed gets into good ground, and the weather is favorable, a tiny plant will grow

out of it. It will take root in the earth, send up stem and branches, and clothe itself with beautiful leaves. Thus the little seed becomes in its turn a fine, handsome plant.

4. It grows larger and stronger, and at last is ready to put forth flowers. Then if all its flowers have stamens only, and no pistils, it can bear no fruit. But if any of its flowers have pistils, it can bear fruit. The seeds will come where the pistils were, and with the seeds will come the fruit.

5. And so it goes on. One plant will grow up, have flowers, fruit, and seed. From that seed a like plant will grow. From the seed of an apple will grow an apple-tree. From an orange-seed will grow an orange-tree. The seed of a rose will grow to be a rose-bush. A grain of wheat will grow up to be a fine large grass. That grass is the noble wheat-plant.

6. And so with all plants. Each plant has its own kind of seeds; and these seeds will grow to be plants like itself.

7. Seeds, as well as flowers, are of many shapes; but, like flower and fruit, there is something round about almost every kind of seed.

8. Very many seeds are round like the pea.

A great many grasses and other plants have very small round seeds, some not larger than grains of sand.

9. Then there are oval seeds, like beans; and thin, flat seeds, such as you find in a water-melon or pumpkin. Some seeds have silken plumes, and, when they leave the fruit, go sailing far away through the air.

10. No matter how small or how large a seed may be, or what its shape, inside of its snug covering lies a little plant asleep. It may be ever so small, but it is there.

11. When it falls in good ground, and water and heat and light come to it, the seed will sprout; and this sprout is the little plant that was asleep inside of it, now growing out into root, stem, branch, and leaf.

LANGUAGE LESSON.

Change these questions to statements: —

Is a young seed like a little child?

Is the plant on which it grows its mother?

Is the fruit the little house in which the seed grows?

Will the young plant grow out of the seed when it is put into good ground?

Will it take root in the earth? Will it send up stem and branches into the air? Will it clothe itself with beautiful flowers?

Will seeds come where the pistils were?

Will the fruit come with the seeds?

LESSON LIX.

Skimmed Milk.

sĕlf'ish-ness	spĭr'it	ĭn'ward	whĭs'per
hās'*tened*	strŭg'gl*e*	grȧsped	tĕmpt'ing

PREPARATORY DICTATION.

1. The lad took a firm hold of the pole — he *grasped* it tightly. — 2. The feeling of duty and the *spirit* of *selfishness* are often at war in our hearts; they make a constant *inward struggle.* — 3. It was an inviting — a *tempting* dish.

1. Mrs. Do-Good once dreamed that a poor man came to her door and begged a drink of milk. Always ready to do a kind act, she hastened to the cellar to get it for him.

2. She was just about to skim the milk before taking it to the poor man, when a voice seemed to whisper in her ear, "Give him cream and all."

3. For a moment there was an inward strug-

gle. "Skimmed milk is good enough for a tramp," said selfishness; but the spirit of kindness was the stronger, and soon the great bowl covered with golden cream was carried to the thirsty beggar.

4. If the good woman desired any reward for her good action, she had it at once in the poor man's grateful look as his brown hands grasped the tempting bowl; and it was with real regret that she waked to find that all this was only a dream.

5. Only a dream; but a dream that has a lesson for us all. How many of our best deeds are spoiled by having the cream taken off? The most princely gift, if given with an unloving heart, is nothing but skimmed milk. And the same is true of all good deeds done only from the love of praise.

6. The lady who loads the little beggar at the door with the richest dainties of her table, but gives no loving smile or gentle word, gives, after all, but skimmed milk to the hungry child.

Love is the golden cream of all good deeds.

LANGUAGE LESSON.

Copy, supply the missing words, and tell whether

the word is a name-word, action-word, or quality-word: —

The poor man ... a drink of milk.
Mrs. Do-Good was going to skim the ....
The great bowl was covered with ... cream.
She ... it to the ... beggar.
The poor ... gave her a ... look.
Good ... are spoiled by having the ... taken off.
A gift given with an ... heart is only ... milk.

LESSON LX.

Little Words of Kindness.

mō′tion	sin-çēre′	ōwned
crŭshed	bĭrth	wĕâr

1. A little word in kindness spoken,
   A motion or a tear,
   Has often healed the heart that's broken,
   And made a friend sincere.

2. A word, a look, has crushed to earth
   Full many a budding flower,
   Which, had a smile but owned its birth,
   Would bless life's darkest hour.

3. Then think it not an idle thing
A pleasant word to speak:
The face you wear, the thoughts you bring,
A heart may heal or break.

LANGUAGE LESSON.

Copy the poem, and commit it to memory. Arrange in the prose order: —

I made a *friend sincere.*
I wish a *pleasant word to speak.*
The face you wear *a heart may heal or break.*

LESSON LXI.

Bright Examples.

THE SLAVE AND THE LION. — Part I.

Ăn′dro-elus	a-wāk′ened	rĕf′uġe
Ćär′thaġe	im-mē′di-ate-ly	ćăv′ern
a-rē′nȧ	grăt′i-tūde	sĕn′tençed

PREPARATORY DICTATION.

1. The grateful man grasped the tempting bowl; *gratitude* was in his look. — 2. Crusoe sought shelter and *refuge* in a deep cave, — a *cavern.* — 3. The condemned man was *sentenced* to serve ten years in prison.

1. A pleasing story used to be told to the children of Rome, about a man named Androclus and his wonderful doings with a lion.

2. The story is stranger than most of those that are made up; but it seems to be quite true, — which is the best part of it.

3. Androclus was a slave at Carthage, a city in the northern part of Africa. He was treated so badly by his master that one day he ran away, and took refuge in a cavern in the desert some miles from the city.

4. Tired out with his long journey, he lay down, and fell fast asleep; but he was suddenly awakened by the roar of a wild beast.

5. Running to the mouth of the cavern, Androclus was met by a great lion, which stood right in his way. Of course he expected nothing else than to be at once torn to pieces; but to his great surprise the lion came gently towards him, making a low, moaning sound as though he were begging help. The man noticed also that the lion limped with one of his legs.

6. Going up to the lion, Androclus saw at once what was the matter. In the ball of one of the lion's paws was a great thorn.

7. Androclus took the paw in his hand, the lion keeping quite still, drew out the thorn, and washed the wound. At once the animal was free from pain.

8. Now comes the first strange part of our story. The lion began immediately to show his gratitude by every means in his power. He played around Androclus, and licked his hand; then went out, and brought back food which he shared with his friend.

9. In this savage friendship man and lion lived for several months. But one day when the slave had gone off into the woods he was caught by a band of men sent out to search for him, and was carried back to his master.

10. He was tried as a runaway slave, and sentenced to be torn in pieces by wild beasts in the public arena, or great circus, at Rome. In those days runaway slaves were often punished in this way, and thousands of people used to go to see the cruel sight.

LESSON LXII.

Bright Examples.

THE SLAVE AND THE LION.—Part II.

as-tŏn′ish-ment	sī*g*n	eŏm′rādeṣ
ad-vĕnt′ūreṣ	stâr*e*	re-pōrt′
spĕe′ta-el*e*	vĭe′tim	găp′ing

PREPARATORY DICTATION.

1. I wondered at the sight, — I was *astonished* and amazed at the *spectacle.* — 2. Everybody said so, — it was the common *report.* — 3. The sleepy child yawned and *gaped.*

1. It is the day for the death of Androclus. The great circus is crowded with men and women, drawn there by the report that a fierce and hungry lion is to be let loose.

2. In the arena, pale and trembling, stands Androclus, hardly daring to look up, for not a face shows sign of pity.

3. Suddenly, with a frightful roar, a huge lion leaps into the arena, and darts forward upon his victim with fierce look and gaping jaws.

4. But what is this that makes ten thousand eyes stare in wonder? The wild beast, instead of springing upon the man, stops short, as though he knew him. He licks the poor slave's hands, crouches at his feet, and fawns upon him.

5. What could it all mean? The people were speechless with astonishment. But I know you will guess at once what the people very soon learned.

6. When the governor called on the slave to explain how it was that a savage beast had suddenly become as gentle as a lamb, Androclus told the story of his adventures, and ended by saying that the creature standing at his side was the very lion out of whose paw he had pulled the thorn.

7. When the crowd heard the story, they were so much pleased at the gratitude of the lion that they shouted with one voice, "Let the man live! Let him live!"

8. The governor at once pardoned the slave and set him free, at the same time presenting him with the lion.

9. And for many a day afterwards there might have been seen the curious spectacle of these two strange comrades — man and lion — walking, side by side, in the streets of Rome.

HEADS FOR COMPOSITION.

I. Androclus: who he was — bad treatment — runs away — his place of refuge.

II. The lion: Androclus sleeps — is awakened — what he expected — his surprise.

III. Man and lion: what Androclus sees — what he does — what the lion does — the strange friendship between them.

IV. Capture of Androclus: the band of men — trial and sentence.

V. Scene in the Circus: appearance of Androclus — coming of the lion — what the beast did — feeling of the people.

VI. The explanation: what Androclus said — what the people said — the pardon.

LESSON LXIII.

A Child's First Grief.

grief	gĭven	thou'lt
brief	hĕaven	glāde

PREPARATORY DICTATION.

1. The swimmer struggled uselessly; all was *in vain;* he was drowned. — 2. *Thou'lt* is a short form of *thou wilt,* meaning "you will"; a form used in the Bible and in poetry. — 3. A year is long, a day is *brief.* — 4. In the wood was an opening without trees, — a pretty *glade.*

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1. O, call my brother back to me!
   I can not play alone:
   The summer comes with flower and bee—
   Where is my brother gone?
   The flowers run wild, the flowers we sowed
   Around our garden tree;
   Our vine is drooping with its load—
   O, call him back to me!

2. He would not hear thy voice, fair child;
   He may not come to thee:
   The face that once like summer smiled
   On earth no more thou'lt see.

A rose's brief bright life of joy,
Such unto him was given;
So thou must play alone, my boy:
Thy brother is in heaven.

3. And has he left his birds and flowers?
And must I call in vain?
And through the long, long summer hours
Will he not come again?
And by the brook and in the glade
Are all our wanderings o'er?
O, while my brother with me played,
Would I had loved him more!

LANGUAGE LESSON.

Copy an exclamation in the first verse.
Copy a question in the third verse.

Change these questions into statements: —

Would he not hear thy voice, fair child?
Is thy brother in heaven?

Change these statements into questions: —

I must call in vain.
Our wanderings are all o'er.

LESSON LXIV.

The Youth of David.—Part I.

Bĕth'lē-hem	de-fīed'	mī*ght*'y
Je-rụ'sa-lĕm	de-fȳ'ing	slą*ugh*'ter
Iṣ'ra-el-ītes	chăm'pi-on	wą'rior (-yur)
Phĭ-lĭs'tĭnes	chăl'lenġe	strĭp'ling
Go-lī'ath	māil	fŏr*e'head*

PREPARATORY DICTATION.

1. One man was chosen by each army to be its *champion* in single combat.—2. Goliath called out to David, "Come on!"—he *challenged* him.—3. He is a soldier of great might and power, a *mighty warrior.*—4. You are but a boy, a mere *stripling.*—5. In old times soldiers were sometimes dressed in armor of iron, and this dress was called a coat of *mail.*

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1. David was the son of Jesse, and was born in Bethlehem, a small place near Jerusalem. He was the youngest of eight brothers; and as a lad took care of his father's flocks, for his father was a shepherd.

2. David was a handsome, rosy-cheeked boy. He was also a very brave lad, stout of heart

and strong of arm. Once a lion, and at another time a bear, came and took a lamb out of the flock; but he ran after them, and killed them both.

3. Besides, he was a very sweet singer, and was skillful in playing the harp. When quite young he was often called to play before King Saul, who was at times troubled with "evil spirits." Whenever these fits came on the king, David took his harp, and played on it till Saul was well again.

4. The tribes of Israel were often at war with the neighboring tribes, and especially with a people called the Philistines. Once, when the two armies were drawn up to begin battle, a great giant strode out from the camp of the Philistines, and defied all the men of Israel.

5. "Give me a man," cried Goliath, for that was the giant's name; "give me a man, that we may fight together. If he is able to fight with me and to kill me, then we will be your servants; but if I overcome and kill him, then you Israelites shall be our servants."

6. This champion of the Philistines was "six cubits and a span" (that is, about nine feet ten inches) in height. He had a helmet of brass on

his head, and was armed with a coat of mail; while in his hand he held a huge brass-headed spear that was like a weaver's beam.

7. Every day for forty days Goliath came out to the front of the army, and repeated his challenge to the Israelites. But no one would accept it. Even King Saul, who was a head taller than any of his soldiers, was afraid to venture a trial with the mighty giant.

8. Three of David's brothers had gone to join the army; but David himself stayed at home tending his flocks, for he was thought too young to go to war. One day, however, his father wanted to send some provisions to his sons, and so he told David to take them.

9. It happened that just as David got to the camp, the mighty champion of the Philistines was thundering out for the fortieth time his challenge to the Israelites. When David saw that all the men ran away from this giant, he was angry, and said, "Who is this fellow that is defying you?"

10. David then went to the king, and asked to be allowed to go and fight Goliath. At first Saul would not listen to David. "Why, you are only a youth," said he, "and Goliath is a mighty

warrior." But David told Saul that when less than fifteen years old he had killed a lion and a bear: so the king at last agreed.

11. Saul wanted to put his own armor on David; but the youth, after he had tried on the helmet and the coat of mail, laid them aside. Picking up his staff, he chose five smooth stones out of the brook, and put them into his shepherd's bag; then, with his sling in his hand, he drew near to the champion of the Philistines.

12. When Goliath saw the stripling, he said, "Am I a dog, that you come to me with a staff? Come on, and I'll give your flesh to the fowls of the air and to the beasts of the field!"

13. "*You* come to me," answered David, "with a sword, and with a spear, and with a shield; but *I* come to you in the name of the God of the armies of Israel. And I shall smite you, and cut off your head, and give *your* flesh to the fowls of the air and to the beasts of the field!"

14. Goliath and David now ran towards each other. David took one of the smooth pebbles from his bag, and put it into his sling, and at the right moment let fly at Goliath. The stone struck the giant in the forehead, and went deep into his brain, so that Goliath fell to the ground.

15. David now rushed up to the fallen giant, placed his foot on his breast, and, having no

sword of his own, he drew Goliath's sword, and killed him by cutting off his head.

16. When the Philistines saw that their champion was dead, they fled. Saul's soldiers then chased them, and defeated them with great slaughter. And David took the head of Goliath, and brought it to Jerusalem.

HEADS FOR COMPOSITION.

I. Subject of the Story: David's parents — birthplace — boyish occupation.

II. Description of the lad: his appearance — character — illustrations of his bravery — the sweet singer.

III. The giant: who he was — his height — his armor — his boast — fear of the Israelites.

IV. David's visit to the camp: hears Goliath's boast — his feeling — conversation with the king.

V. Boy and giant: Goliath's boast — David's reply.

VI. The fight: the advance — David's weapon — slaying of the giant — flight of the Philistines.

LANGUAGE LESSON.

Write the analysis of these words: —

musical	unlucky	unloving
silken	beggar	princely
golden	skillful	thirsty

LESSON LXV.

The Youth of David.—Part II.

Gil-bō'a	ġĕn'er-*oŭs*-ly	Jŏn'a-than
pō'et-ry	trĕ*a*ch'er-*oŭs*	gīrd'l*e*
la-mĕnt'	be-hāv'ior (-yur)	hä*u*nts
wĕ*a*p'on̲s	ĭn'çi-dent	hŏs'tĭl*e*
out'la̲w	ob-tāined'	bo̲'s̲om

PREPARATORY DICTATION.

1. To write a grand thought in grand words is to write *poetry.* — 2. The tiger is deceitful and *treacherous.* He hides in the thicket, — the jungle is his *haunt.* — 3. I will tell you what happened, for I was amused by the *incident.* — 4. The two men were enemies, and had been *hostile* to each other for many years.

1. As Saul and David were returning from the slaughter of their foes, the women came out to meet them, singing and dancing with joy. One band would chant, —

"Saul has slain his thousands;"

And the other band would reply, —

"And David has slain his tens of thousands."

2. That more praise should be given to David

than to himself made the king very angry. And though at first Saul had rewarded David by setting him over the "men of war," and by giving him his daughter to be his wife, his jealousy grew day by day.

3. This bad feeling was increased even by the good behavior of David. For we are told that "David behaved himself wisely in all his ways," and that "all the people loved him."

4. Still the king was his enemy. In one of his fits Saul tried to kill David by throwing a lance at him; at another time he laid a plot to have him killed by the Philistines.

5. But while David was thus hated by the king, he had found a very dear friend in the king's son, Jonathan; and the story of the friendship of these two young men is perhaps the most beautiful example ever given of love between men.

6. This friendship began immediately after the young hero's return from the slaying of Goliath. Jonathan, as we are told, "loved David as his own soul." Think what strong love that was!

7. Then we are told that he — the king's son — "stripped himself of the robe that was upon him, and gave it to David, and his garments,

even to his sword, and to his bow, and to his girdle." This was what two persons used sometimes to do in old times, when they meant to be fast friends for life.

8. Jonathan soon saw that his father was David's enemy. Indeed, Saul was so wicked as to tell Jonathan to join with his servants in killing David.

9. This dreadful thing Jonathan told his friend for the love he bore him; and he advised David to go and hide himself in a secret place. There Jonathan went to meet David; and it is said that "they kissed one another, and wept one with the other."

10. After this, David, who had been joined by six hundred friends, had to move from one place to another to escape from Saul. Sometimes they hid themselves in caves, and at other times in woods in the wilderness. Jonathan visited him in his haunts, and told him not to be afraid, for Saul would not find him.

11. It was at the time when he was thus hunted from place to place that a beautiful incident took place. David with his followers was in hiding not far from Bethlehem; and one night as he lay down faint and weary, he happened to think

of the well where he used to drink when he was a boy.

12. It seemed to him that no water was so pure and sweet as that; and once he said with a sigh, "O that one would give me drink of the water of the well of Bethlehem that is at the gate!"

13. Three of the brave men who were with David heard the wish. They said to one another, "How pleased he would be if we could get him the water he longs for!" But between their hiding-place and that well was the camp of a hostile army. Could they steal through the lines of the enemy without being seen? They decided to venture, though they knew they were risking their lives.

14. Swiftly they crept past the guard. No one heard them, and soon they were hurrying away to "the well of Bethlehem that is at the gate." The water was quickly drawn, and they made their way back over the same dangerous path.

15. David's heart was deeply touched when he learned how they had risked their lives to gratify his idle wish. Hunted outlaw though he was, he still had faithful, loving friends.

16. But he could not drink of the water that

had been obtained at such a cost. He said it would seem like drinking the blood of his friends. So he poured it out as an offering before the Lord.

17. I am sure you must have read in the Bible how generously David, at this time, behaved to Saul. He had two good chances to kill the king, who fell into his hands, but each time spared his life. For this, Saul pretended to be very grateful, and promised that he would never again try to harm David.

18. But David knew how treacherous the king was: so he thought it best to take refuge among the Philistines. In that country he was chief of a powerful band; and there he stayed till the death of Saul and Jonathan at the battle of Gilboa.

19. You remember how dearly David loved Jonathan. Think, then, how he must have grieved when he heard that his bosom-friend was slain!

20. Here are the beautiful and tender words in which he poured forth his lament: —

"How are the mighty fallen in the midst of the battle! O Jonathan, thou wast slain in thine high places!

"I am distressed for thee, my brother Jonathan. Very pleasant hast thou been unto me: thy love to me was wonderful—passing the love of women!

"How are the mighty fallen, and the weapons of war perished!"

21. Are not these grand words? Are they not very noble poetry? Yes, indeed, they are. And many other beautiful thoughts did David clothe in strong or tender words. David was made king of Israel after the death of Saul; but we think of him less as David the king than as David the "sweet singer of Israel."

LANGUAGE LESSON.

Write a sentence bringing in the name *David.*
Write a sentence bringing in the name *Jonathan.*
Write a sentence bringing in the name *Saul.*

Change these statements so that they may speak of present time:—

Swiftly they crept past the guard. No one heard them, and soon they were hurrying away to "the well of Bethlehem that is at the gate." The water was quickly drawn, and they made their way back over the same dangerous path.

LESSON LXVI.

Letting the Old Cat Die.

a-ghäst′	nā′tĭve	yo͝ung′ster
vĭl′lain	wa̤n′dered	ŭn-der-sto͝od′

Not long ago I wandered near
A play-ground in the wood;
And there heard words from a youngster's lips
That I never quite understood.

"Now let the old cat die!" he laughed.
I saw him give a push,
Then gayly scamper away as he spied
A face peep over the bush.

But what he pushed, or where he went,
I could not well make out,
On account of the thicket of bending boughs
That bordered the place about.

"The little villain has stoned a cat,
Or hung it upon a limb,
And left it to die all alone," I said:
"But I'll play the mischief with him."

I forced my way through the bending boughs,
The poor old cat to seek;
And what did I find but a swinging child,
With her bright hair brushing her cheek!

Her bright hair floated to and fro,
Her little red dress flashed by,

But the loveliest thing of all, I thought,
Was the gleam of her laughing eye.

Swinging and swinging, back and forth,
With the rose light in her face,
She seemed like a bird and flower in one,
And the forest her native place.

"Steady! I'll send you up, my child;"
But she stopped me with a cry,—
"Go 'way, go 'way! don't touch me, please:
I'm *letting the old cat die.*"

"You're letting him die!" I cried, aghast:
"Why, where's the cat, my dear?"
And lo! the laugh that filled the wood
Was a thing for the birds to hear.

"Why, don't you know?" said the little maid,—
The sparkling, beautiful elf,—
"That we call it letting the old cat die
When the swing stops all of itself?"

Then swinging and swinging, and looking back,
With the merriest look in her eye,
She bade me good-by; and I left her alone,
"Letting the old cat die."

LESSON LXVII.

Bright Examples.

HOW A ROMAN KEPT HIS WORD.

Rĕg′u-lus	ŏf′fer	răth′er
mĕs′saġe	wā′ver	ċap-tĭv′i-ty
mĕs′sen-ġerṣ	sĕn′ate	yi͡ēld′ed

PREPARATORY DICTATION.

1. I cannot decide,—I *waver* in my opinion.—2. The *senate* gave way—they *yielded* to the wishes of *Regulus*. —3. He had been long a prisoner,—his *captivity* had lasted five weary years.

1. The story of Regulus shows how a Roman could die rather than break a promise. Regulus, who was the general of a Roman army that was making war against the city of Carthage, was taken prisoner. For five long years he was kept shut up, and the war still went on.

2. At last the people of Carthage grew tired of fighting. So they sent messengers to Rome to ask for peace, and they let Regulus go with the messengers home to Rome. But before they let him go, they made him promise to return to

his prison if the Romans should not agree to their request.

3. The generals of Carthage knew that the Romans would be likely to follow the advice of so wise a man as Regulus. And they thought he would ask his friends to put an end to the war. For, if the Romans agreed to a peace, Regulus would be a free man: he need not come back to Carthage; he could go home to his family and friends.

4. Now, Regulus was worn out and ill from his long captivity, and his enemies were right in thinking he must pine for freedom. But, dearly as he loved liberty, there was one thing he loved even more, — Regulus loved his native land. And he knew it would not be best for the Romans to make peace at that time, when the people of Carthage were so anxious for it.

5. He had made up his mind to tell his friends not to listen to the words of the messengers who came with him. So when they reached the gates of Rome, he would not go in, but sent word for the senate to come out and hear his message.

6. When the Roman leaders came out to see him, Regulus told them that their enemies were

tired of the war and wanted to put an end to it. But he begged the Romans not to agree to this plan.

7. "My friends," said he, "the enemy are quite worn out. They can not fight much longer. I pray you, take my advice, and refuse this offer." — "But, Regulus, what will become of you?" asked the senate.

8. "Do not think of me," answered the brave soldier. "I gave my word to go back to prison if I failed to make peace, and I will never break my word. But I am an old man, and it matters little what may happen to me. Do what is best for Rome, — refuse to agree to a peace."

9. The Romans were very much grieved to think of sending their brave general back to Carthage. But Regulus was firm. He would not even see his wife and children, for fear their tears might make him waver.

10. So the senate yielded at last, and told the messengers they would keep up the war till Carthage was destroyed.

11. Regulus kept his word. He returned to his enemies with this answer. And the people of Carthage were so angry when they heard that

he had not even tried to make peace, that they put the brave old man to a cruel death.

12. Regulus lost his life, but he kept his word.

WORD-ANALYSIS

OF THE

PRINCIPAL ENGLISH DERIVATIVES IN THIS READER.

I. — Prefixes.

a, in, on.
dis, not.
en, to make or feel.
in, in.
re, back.
un, not.

II. — Suffixes.

able, that may or can, having the quality of.
al (*noun*), act of.
al (*adjective*), relating to.
ant (*noun*), one who.
ant (*adjective*), having the quality of.
ar, one who.
ate, having the quality of.
dom, state of being.
eer, one who.
en (*adjective*), like, made of.
en (*verb*), to make.
er, one who, that which.
ful, full of, causing.
ian, one who.
ic, like.
ish, like.
ist, one who.
ite, one who.
ity, state of being.
less, without.
let, little.
ly (*adjective*), like.
ly (*adverb*), in a manner.
ment, state of, that which.
ness, quality or state of being.
or, one who.
ous, full of.
ship, state of being.
ty, state of being.
ure, one who, state of being.
y, full of, like, of the nature of.
yer, one who.

NOTE. — *In reading the analysis the pupils should be taught to read the symbol + "plus" and the symbol = "equal to."*

affection + ate = having the quality of affection.

a + live = in life, living.

angrily, angry + ly = in an angry manner.

art + ist = one who works in art.

a + shore = on shore.

a + sleep = in sleep, sleeping.

astonish + ment = state of being astonished.

attend + ant = one who attends upon.

beautiful, beauty + ful = full of beauty.

beggar, beg + ar = one who begs.

billow + y = full of billows, wavy.

blame + less = without blame, innocent.

boy + ish = like a boy.

brave + ly = in a brave manner.

bright + ly = in a bright manner.

bright + ness = quality of being bright.

bush + y = like a bush, spreading.

business, busy + ness = state of being busy, occupation.

call + er = one who calls.

captivity, captive + ity = state of being a captive or prisoner.

cheer + ful = full of cheer, cheery.

close + ly = in a close manner.

coarse + ly = in a coarse manner.

command + er = one who commands.

cool + ness = quality of being cool.

cost + ly = cost-like, expensive.

count + less = without count, numberless.

coward + ly = like a coward.

creature, create + ure = one who is created.

cruel + ly = in a cruel manner.

dancer, dance + er = one who dances.

danger + ous = full of danger.

dark + ness = quality of being dark.

dash + er = one who dashes.

dear + ly = in a dear manner, fondly.

delight + ful = causing delight.

dirt + y = of the nature of dirt, unclean.

dis + obedient = not obedient.

doubt + ful = full of doubt.

doubt + less = without doubt.

draw + er = that which can be drawn out.

dread + ful = causing dread.

dream + er = one who dreams.

driver, drive + er = one who drives.

dutiful, duty + ful = full of duty or obedience.

earnest + **ly** = in an earnest manner.

easily, easy + **ly** = in an easy manner.

en + **dear** = to make dear, to make beloved.

engineer, engine + **eer** = one who drives an engine.

en + **joy** = to feel joy, to delight in.

envious, envy + **ous** = full of envy.

exact + **ly** = in an exact manner.

faith + **ful** = full of faith, trustworthy.

false + **ly** = in a false manner.

farm + **er** = one who tills a farm.

favor + **able** = that may favor, favoring.

favor + **ite** = one who is favored.

fear + **ful** = causing fear.

feather + **y** = like feathers.

fine + **ly** = in a fine manner.

flatter + **er** = one who flatters.

follow + **er** = one who follows.

fool + **ish** = like a fool, silly.

frank + **ly** = in a frank manner.

free + **dom** = state of being free.

free + **ly** = in a free manner.

friend + **ship** = state of being friendly.

fright + **ful** = causing fright.

funny, fun + **y** = of the nature of fun.

garden + **er** = one who takes care of a garden.

gay + **ly** = in a gay manner.

generous + **ly** = in a generous manner.

glad + **ness** = state of being glad.

gold + **en** = like gold.

govern + **or** = one who governs.

grace + **ful** = full of grace.

grave + **ly** = in a grave manner.

hand + **y** = of a nature to suit the hand, convenient.

happiness, happy + **ness** = state of being happy.

hasty, haste + **y** = full of haste.

hastily, hasty + **ly** = in a hasty manner.

heart + **less** = without heart, unfeeling.

help + **less** = without help, powerless.

hero + **ic** = like a hero

hope + **less** = without hope.

in + **deed** = in deed, in fact.

in + **stead** = in the stead or place of.

interpret + **er** = one who interprets.

joy + **ful** = full of joy, joyous.

joy + **ous** = full of joy, joyful.

keep + **er** = one who keeps or guards.

kind + **ly** = in a kind manner.

kind + **ness** = quality of being kind.

law + **yer** = one who practices law.

lead + **er** = one who leads.

liar, lie + **ar** = one who lies.

light + **ly** = in a light manner, gently.

like + **ly** = like-like, probable.

live + ly = life-like, active.
lone + ly = lone-like, lonesome.
love + ly = love-like, worthy of love, beautiful.
mad + ness = state of being mad.
magic + ian = one who practices magic.
merrily, merry + ly = in a merry manner.
might + y = full of might, powerful.
mirth + ful = full of mirth, gleeful.
moss + y = moss-like.
move + ment = state of moving.
music + al = relating to music.
need + less + ly = in an unneeded manner.
nice + ly = in a nice manner.
officer, office + er = one who fills an office.
own + er = one who owns.
patient + ly = in a patient manner.
pave + ment = that which is paved.
peace + able = having the quality of peace.
peaceably, peaceable + ly = in a peaceable manner.
peace + ful = full of peace, quiet.
play + ful = full of play, sportive.
pleasant, please + ant = having the quality of pleasing.
pleasant + ly = in a pleasant manner.
pleasure, please + ure = state of being pleased.
plentiful, plenty + ful = full of plenty.
power + ful = full of power, mighty.
prancer, prance + er = one who prances.
pray + er = that which is prayed.
present + ly = in a present manner, soon.
prettily, pretty + ly = in a pretty manner.
prince + ly = like a prince.
prison + er = one who is imprisoned.
punish + ment = state of being punished.
quick + ly = in a quick manner.
real + ly = in a real manner.
re + bound = bound back.
re + turn = turn back, go or come back.
rider, ride + er = one who rides.
ring + let = a little ring, a little curl.
ripen, ripe + en = to make ripe, to become ripe.
rock + y = rock-like.
roost + er = that which roosts.
root + let = a little root.
rosy, rose + y = like a rose.
rough + ly = in a rough manner.
ruler, rule + er = one who rules, or governs.
runner, run + er = that on which a thing runs.
rust + y = like rust.

sad + **ly** = in a sad manner.
safe + **ly** = in a safe manner.
safe + **ty** = state of being safe.
sail + **or** = one who sails.
scarce + **ly** = in a scarce manner, hardly.
sell + **er** = one who sells.
servant, serve + **ant** = one who serves.
shoe + **less** = without shoes.
shrewd + **ness** = quality of being shrewd.
sick + **ly** = sick-like, weak.
sick + **ness** = state of being sick.
silk + **en** = made of silk.
sing + **er** = one who sings.
skill + **ful** = full of skill, dexterous.
smooth + **ly** = in a smooth manner.
snow + **y** = snow-like, white.
sober + **ly** = in a sober manner.
soft + **en** = to make soft.
speech + **less** = without speech, dumb.
stranger, strange + **er** = one who is strange to us.
stubborn + **ness** = quality of being stubborn.
sure + **ly** = in a sure manner.
swimmer, swim + **er** = one who swims.
teach + **er** = one who teaches.
thank + **ful** = full of thanks, grateful.
thirst + **y** = full of thirst.
thought + **ful** = full of thought.
thought + **less** = without thought.
thoughtless + **ly** = in a thoughtless manner.
travel + **er** = one who travels.
trial, try + **al** = act of trying.
truth + **ful** = full of truth.
un + **able** = not able.
un + **bound** = not bound, untied.
un + **faith** + **ful** = not full of faith, faithless.
unfortunate, un+**fortune** + **ate** = not having the quality of fortune, unlucky.
un + **kind** = not kind.
un + **loving** = not loving.
un + **luck** + **y** = not having the quality of luck, unfortunate.
un + **seen** = not seen.
un + **selfish** = not selfish.
un + **true** = not true.
use + **ful** = full of uses, of great use.
use + **less** = without use.
weak + **ness** = state of being weak.
wealth + **y** = full of wealth, rich.
weaver, weave + **er** = one who weaves.
weird + **ly** = in a weird manner.
will + **ful** = full of will, headstrong.
wise + **ly** = in a wise manner.
wonder + **ful** = causing wonder.
wood + **en** = made of wood.
work + **er** = one who works.
worm + **y** = full of worms.